Minutes of the North Carolina State Board of Education Education Building 301 N. Wilmington Street Raleigh, NC 27601-2825 March 2-3, 2016

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman A.L. "Buddy" Collins, Vice Chairman Gregory Alcorn Eric C. Davis Wayne McDevitt Olivia Oxendine Rebecca Taylor Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent Christine Fitch, Local Board Member Advisor Rodney Shotwell, Superintendent Advisor Steve Lassiter, Principal of the Year Advisor James Ford, Teacher of the Year Advisor Keana Triplett, Teacher of the Year Advisor Grace Russell, Senior Student Advisor Yates McConnell, Junior Student Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman Bill Cobey called the Wednesday session of the March 2016 State Board of Education (SBE) meeting to order and declared the Board in official session. After explaining that today's meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board's website, he welcomed visitors, online listeners, and Twitter followers.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

APPROVAL OF AGENDA

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available on eBoard. The Chairman asked if there were any changes to the agenda that Board members wished to request. Hearing none, Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for March 2 and 3, 2016, as presented.

Discussion/Comments:

• There was no further discussion.

Upon motion made by <u>Mr. Greg Alcorn</u>, and seconded by <u>Ms. Rebecca Taylor</u>, the Board voted unanimously to approve the State Board of Education meeting agenda for March 2 and 3, 2016, as presented.

SBE ISSUES SESSION

Chairman Cobey explained that Issues Sessions provide the Board with in-depth information on relevant education topics. These sessions are, in fact, a part of the Board's required Board member development. Chairman Cobey welcomed Mr. Eric Hall, the CEO and President of North Carolina Communities in Schools for his presentation.

> North Carolina Communities in Schools

❖ Mr. Eric Hall (CEO and President of North Carolina Communities in Schools.

Using a PowerPoint presentation, Mr. Hall reminded Board members that following a presentation to the Board in December, Board members indicated that they were interested in a follow-up presentation to talk more about the role and impact of Communities in Schools (CIS) integrated supports across the state. Mr. Hall shared that CIS of North Carolina has been in operation since 1989 – a homegrown organization, representing a network of 31 different organizations in more than 40 counties to bring integrated student supports based on research to help improve a number of outcomes for students.

Using a PowerPoint presentation, Mr. Hall recapped the December presentation by reviewing the CIS model. In addition, he highlighted facts about CIS as national leaders in delivering integrated student supports. He explained that CIS partners with RTI International to engage in research, evidence and data validation, explaining that information is included in the 2015-16 Impact Report, which is being released first today with the State Board of Education; the report highlights CIS's data and outcomes. Mr. Hall elaborated on the partnership with UNCG-SERVE Center to equip CIS teams with tools and interventions to help deliver impact to the students they are serving. In addition, he spoke about a newly-formed partnership with Engaging Implementation Science (NIRN) housed at UNC-Chapel Hill, to look at how to replicate and do it with fidelity.

Next, Mr. Hall introduced Dr. Laura Nash who serves as the Principle Investigator from RTI who is looking at data, research and the outcomes CIS is delivering back to the state.

Using a PowerPoint presentation, Ms. Knapp prefaced her presentation by sharing a map, which shows the distribution of schools throughout the state served by CIS. She stated that it is interesting to note that 45 percent are elementary schools, noting what the research says about the importance of reading on

grade level by the third grade and the long-term effects. More than 90 percent of the students served in North Carolina are eligible to receive free- and reduced-price lunch, according to Ms. Knapp. She reported that CISNC provided school-wide support to 160,835 students, and of those 18,763 students received targeted/intensive support. Providing evidence to show proof that it works, Ms. Knapp reviewed data to show the percentage of students receiving targeted/intensive support who met their assigned goals for 2014-15 in the categories of attendance, behavior, and coursework. In addition, she provided data to show outcomes for students receiving targeted/intensive support grouped by grade level for 2014-15 as it relates to promotion, retention, dropouts, and graduates. Nearly 98 percent of CISNC 12th grade students graduated at the close of the 2014-15 school year. Of those graduates, four percent entered the military, five percent enrolled in certification/apprenticeship programs, 13 percent entered the workforce, and 78 percent enrolled in postsecondary education programs, which is a success story, according to Ms. Knapp.

Next, Mr. Hall spoke briefly about CISNC's approach and strategy to improve student and school outcomes, which include school leadership, effective teachers, and CISNC/Evidence-Based Integrated Student Supports.

Mr. Hall reported that, of the 581 low-performing schools as classified by the state, CISNC is working in 105 of those low-performing schools through a collaborative partnership with the District and School Transformation Division of DPI. He spoke briefly about combining effective teachers and strong administrators with evidence-based innovative student supports; CIS believes together you can drive improved student outcomes.

As it relates to expanding integrated student supports, CIS is focusing on those schools with identified needs for 105 low-performing schools, priority schools, and focus schools. Mr. Hall spoke briefly about the roadblock for providing wraparound services is resources, noting the importance of leveraging the business community with local, state and federal investments such as the Every Student Succeeds Act (ESSA) to remove barriers. Mr. Hall directed Board members to the back page of the Impact Report for a list of CISNC Supporters. In closing Mr. Hall shared the real-life student success story of homeless fifth grader Mikayla, who is highlighted in the CISNC Impact Report.

Board member Greg Alcorn referenced the CISNC distribution map and asked Mr. Hall to speak about the roadblocks for the counties that are not represented. Mr. Hall noted that, in addition to resources, replication is an issue, noting that efficiency is a critical component going forward. He explained that about a year and half ago, CISNC launched a strategy using an LLC model where services could be delivered through the state office. He explained that historically, CISNC would create a separate non-profit locally, noting that it takes a long time to get a local non-profit up and running – trends show between three and five years. Mr. Hall used Superintendent Advisor Rodney Shotwell's district as an example of an LEA piloting that work in a different way, noting great success in two schools. He also noted that this strategy is being tried in several areas of the state, i.e. looking at how to build affiliate capacity to expand into neighboring areas to drive efficiency or delivery out of the state office in those hard to reach areas.

Speaking as a member of a local board of education, Board member Eric Davis shared that CISNC is their best partner. He suggested that a goal be set, for example, no more than two years from now

CISNC is going to be in double the number of schools, etc. He asked Mr. Hall to address what the State Board needs to do together to achieve that kind of expansion to reach more students to drive better outcomes. Noting that this is something that CISNC has discussed regularly, Mr. Hall stated that part of it is leveraging the business community in ways that we have not in the past. He explained how corporations such as Verizon and State Farm are committed to leveraging state investments to specifically go into low-performing schools. He stated that the critical part is sustainability and elaborated briefly on the importance of not starting something that CISNC cannot finish.

In response to Board member Rebecca Taylor's concern that her region, the eastern/northeastern part of state, is not represented on the CISNC map very well, Mr. Hall spoke about the challenges of leveraging investments in her region, using Hertford County as an example. In response to Vice Chairman Collins's request, Mr. Hall described how CISNC is funded and spoke briefly about being at the intersection of two strategic plans. The new strategic plan was finished in collaboration with IBM two weeks ago and will be submitted for approval at CISNC's May Board meeting. Mr. Hall was asked to share the strategic plan draft with Mr. Martez Hill for distribution to SBE members.

Board member Patricia Willoughby asked about leveraging resources using a regional approach around proven interventions that help. To Ms. Willoughby's point about a regional approach, Mr. Hall spoke about looking at the regional approach in the Smoky Mountain region, serving several counties in that region – and CISNC has seen a lot of efficiency using that model. He explained that, historically, years ago, CISNC had somewhat of a regional approach in the Northeast, but it came back to sustainability. From lessons learned, that could be an approach that comes back because of the efficiencies that come with centralizing certain services and driving as many dollars in the services into the schools as possible, according to Mr. Hall. Board member Wayne McDevitt asked about the gaps – noting there is no more corporate presence in the far west, and asked Mr. Hall what he wants the Board to do. In response, Mr. Hall stated that first and foremost it is to continue to educate where we are, bring this message forward, and allow CISNC to be engaged in this conversation with the Interagency Collaborative, noting that being at the table helps CISNC stay challenged and thinking about how to best serve the state by bringing the knowledge base to the discussion. At the request of Chairman Cobey, Mr. Hall described in detail how CISNC works with the department, specifically in the turnaround efforts. He shared that when the letter grade system was instituted, the department very clearly showed the correlations with poverty, noting that CISNC has always been very focused on trying to address the poverty-related barriers that impact kids. He explained that the first step for CISNC was to look at the evolving trends coming out of North Carolina. Mr. Hall explained that post RttT, CISNC met with Dr. Nancy Barbour to see how CISNC could best support the turnaround efforts. Part of that work meant taking the aligned strategies with MTSS to make sure CISNC wasn't doing anything that creates confusion or duplication – but rather alignment and enhancing the work already in progress. Board member Olivia Oxendine asked Mr. Hall to talk about their role with MTSS (Multi-Tiered System of Support) at the school level. In response, Mr. Hall used a PowerPoint slide to elaborate CISNC's three- tier system of support for attendance, behavior and coursework. A brief discussion ensued.

In response to Local Board Member Advisor Christine Fitch's question, Mr. Hall elaborated about several different strategies to involve parents.

➤ History of Student Surveys

❖ Dr. Tom Tomberlin (Director, Educator Human Capital Policy and Research)

Chairman Cobey recognized Dr. Tomberlin to present the history of student surveys in North Carolina, noting that this is a request for additional information following the February presentation of this issue.

Using a PowerPoint presentation, Dr. Tomberlin provided a historical look at student surveys in North Carolina. The PowerPoint presentation provided the following information:

2011-12 - The TRIPOD Survey

(Developed by Dr. Ron Ferguson – Harvard University)

- Number of Responses: more 125,000 students grades K-12 (sampled from 41 NC LEAs)
- Administration Method(s): Online & Paper (K-2 surveys were all administered in paper form. Additionally, fewer than 10 districts requested a full paper administration)
- ➤ Survey Length: two versions Long version (120 questions), short version (60 questions)
- Administration Dates: April 30-May 31, 2012
- ➤ Data Released to LEAs: September, 2012

Findings Summary:

Dr. Tomberlin reported that while initial statistical analyses failed to indicate any strong relationship between the surveys and student outcomes (as measured by EVAAS), further analyses, conducted in 2013, contradicted the initial findings and indicated that a very real statistical relationship exists between student perceptions and student outcomes. A growing body of academic literature supports the latter findings.

Following the spring survey administration, NCDPI met with teachers whose schools had participated in the pilot program. Teacher feedback regarding Student Perception Surveys was very positive.

2013-14: Panorama Student Survey

- Number of Responses: 4,559 students in 10 volunteer LEAs
- Administration Method(s): Online
- > Survey Length: approximately 70 questions
- Administration Dates: April 28 June 30, 2014
- Data Released to LEAs: July, 2014

Findings Summary:

Dr. Tomberlin explained that NCDPI was contacted by Dr. Hunter Gehlbach, to pilot a new, open source, Student Perception Survey. Dr. Gehlbach partnered with Panorama Education to administer the survey through their online survey administration tool. The development of an open source student perception survey was of great benefit to North Carolina. An open source survey can be administered using any number of survey administration tools, and edited for content if needed.

2014-15: Panorama Student Survey

- Number of Responses: 23,787 students in six volunteer LEAs
- ➤ Administration Method(s): Online
- ➤ Survey Length: Grades 3-5 version-27 questions, Grades 6-12 version 32 questions
- Administration Dates: May 26 June 30, 2015
- ➤ Data Released to LEAs: August, 2015

Findings Summary:

Following the initial round of validation and piloting completed by Dr. Gehlbach and Panorama Education, North Carolina was again contacted to pilot the revised Panorama Student Survey Instrument. Based on feedback from the spring 2014 pilot that the survey contained too many questions, NCDPI specified 5 constructs it wanted to survey: Press, Climate, Pedagogical Effectiveness, Engagement, and Valuing. Participation in the shorter Panorama Survey was significantly higher than the previous pilot and anecdotal feedback indicated a growing interest in pursuing Student Perception Surveys.

2015-16: Panorama Student Survey

(Data from January administration only)

- Number of Responses: 11,370 students (10,091 from five participating LEAs/Charters) remaining surveys taken independently by students from a variety of LEAs and Charters.
- Administration Method(s): Online
- Administration Dates: January 11-February 19, 2016
- > Survey Length: Grades 3-5 version 29 questions, Grades 6-12 version 34 questions
- ➤ Data Released to LEAs: February 22-26, 2016

Findings Summary:

Four LEAs and one Charter School piloted the Panorama Student Survey during the January, 2016 administration window. The pilot work of these five entities has been critically important as it has helped NCDPI make improvements to the online administration tool and provided excellent information on the real world logistical impact of the survey administration. Preliminary analyses indicate that the average time for a student to complete the 3-5 survey is 5.16 minutes and the average time for a student to complete the 6-12 survey is 4.94 minutes. NCDPI has heard from several additional LEAs and Charter Schools indicating their interest to participate in the March/April Student Perception Survey administration window.

Historic SBE Information

- ➤ **Dr. Ron Ferguson**, Harvard University December 2012 SBE. NCDPI presentation regarding *Tripod Student Perception Survey*.
- ➤ **Dr. Gary Henry**, Vanderbilt University August 2015 SBE. Race to the Top Report Additional Observations on Final Report on Turning Around Lowest-Achieving Schools
- ➤ **Dr. Gary Henry**, Vanderbilt University September 2015 SBE. *An Evaluation of the North Carolina Educator Evaluation System and the Student Achievement Growth Standard*.
- > **Dr. Gary Henry**, Vanderbilt University January 2016 SBE. Report to the Joint Legislative Education Oversight Committee. Low-Performing Districts and Schools, Improvement Planning, and Statewide Support.

Vice Chairman A.L. Collins reminded Board members that during the February meeting Dr. Rodney Shotwell indicated that the State Board of Education was moving forward to require student surveys to be mandated, which was similar to other feedback from superintendents in the field. He asked Dr. Tomberlin how we got in the position where LEA superintendents believe we are going to mandate something when it does not appear that the department has any idea of what it is trying to accomplish. State Superintendent Atkinson addressed Mr. Collins' comments by explaining that she has sent to superintendents, on at least two occasions, emails and notices saying that the department wants student surveys to be voluntary and that we know that school districts are at different places. For example, we know that some LEAs are doing Advanced Ed Accreditation and some schools such as Charlotte-Meck have had a student survey. She added that, initially, we have to go back in history as to how we got to this place. Dr. Atkinson reported that between 2009-11 we had a meeting with superintendents across the state where they heard a presentation from Dr. Ron Ferguson about the potential power of helping improve instruction through administering a student survey. During that time, some of the superintendents (now many have retired) asked the department to do some research to find a way to have student surveys; subsequently, we have been on that journey, according to Dr. Atkinson. The end goal is to have a survey that superintendents believe and that research show will help improve student achievement across the state. She added further that, during the time of Race to the Top, Dr. Gary Henry presented on numerous occasions about the impact of student surveys and how it has the potential to improve student achievement; presenting three-to-four times recently. Dr. Atkinson stated that, as a department, we do not see ourselves mandating a student survey because certainly that is a prerogative of the State Board of Education to make that decision. The department has been on the journey to get to the place where if LEAs wanted to use a student survey to improve student growth, we wanted to be a part of that support system because there are some school districts that do not have the resources to do the validation and all that is necessary to use student surveys as an instrument.

Board member Eric Davis also noted concerns from LEAs about our approach to using student surveys, noting that there are a lot of concerns from teachers that it will be another punitive measure. Mr. Davis stated that he has also heard from many teachers that student surveys are used as a best practice, noting that Teacher of the Year Keana Triplett mentioned that during the February SBE meeting. Mr. Davis suggested that it would be effective if we just started with celebrating the teachers and districts that are effectively giving students voice in their own education, and learn from what districts are currently doing, figure out the best practices and celebrate them.

Local Board Member Advisor Christine Fitch asked what is being done to learn what school systems are already doing as it relates to gathering this data. As Dr. Atkinson indicated, some school districts are going through the re-accreditation process where whole communities have been surveyed "to death" and it creates another layer. She shared that she does not understand the rationale behind the student surveys and why the department is pushing so hard for these surveys to be administered. She asked about the proposed roll out and if it was already live. In response, Dr. Tomberlin explained that the department has made school districts aware that this survey is available, adding that the process is valid, reliable and accessible to all districts across the state. Dr. Tomberlin stated that the issue is coming from the question, which immediately went to – Is this required? From the department's position, we have always said, "No, this is voluntary. We are providing the opportunity to you to engage in this statewide model." In addition, Dr. Tomberlin stressed that there is no rush to push this into the hands of LEAs to use. If anything, there is a desire to know what the relationship is between

this measure and better student outcomes; without participation in student surveys we can never answer that question.

Board member Olivia Oxendine asked if the surveys were still available for students, to which Dr. Tomberlin replied that the fall window has closed. Dr. Oxendine asked if the department satisfied the informed consent with parents and guardians in the systems participating in the survey pilot. Dr. Tomberlin explained that most districts have passive consent in regard to educational data collection. He explained further that parents are advised that they can actively drop out of participation rather than offering active consent. The department makes it clear to the districts that no individual student data will be reported back to the district, so there is no way to connect the student with the response. Rephrasing the question, Dr. Oxendine asked if anyone has informed parents that their child would be taking part. Dr. Tomberlin explained that informing the parents is the responsibility of the participating LEAs. He added that the LEA is responsible for notifying parents that their child will be participating in a survey and providing directions to opt out of the process. Dr. Oxendine stated that it would be important for the Board to know if the participating LEAs have communicated with parents and guardians with respect to the pilot.

In addition, Dr. Oxendine shared that there is still concern among superintendents about developmentally appropriate items. In response, Ms. Triplett shared that she is excited about the student survey. She asked if teachers could opt to do this survey without district-wide implementation to which Dr. Tomberlin replied, theoretically, yes. She said once you get teacher buy in, you will have data. She stated that this is a tool for best practice. Ms. Triplett also shared that she believes we are getting more complicated than we have to be about this issue, noting that when she utilizes student surveys in her classroom, she has found that those questions are not measured anywhere else; nowhere else does she get a true depiction of how her students see her. She provided rationale for why she believes the student survey makes her a better teacher, noting that it is not a perfect survey, but she would love to use it in her classroom even if her district decides not to use it district wide.

Teacher of the Year James Ford stated that, as a former classroom teacher, he has always clamored for some sort of tool that looks at a more hybrid approach to assessing teacher effectiveness because there is anxiety around the accountability area of education reform. He spoke about the nuances of social science; stating therefore that there are a lot of things that quantitatively will not show up or qualitatively in the classroom can be withdrawn from these sort of questions, which goes back to the issue of relationships. Mr. Ford stated that relationships are one of the most understated aspects of the teaching profession. In addition, Mr. Ford explained that one could debate on the developmental level, but when you get to the issue of how appropriate it is – he stated that it is incredibly appropriate for creating the atmosphere of learning, being culturally responsive, and all of the things embedded in good teaching that do not often show up in the metrics that we currently look at. He stated that he would be personally excited to have a student survey because it makes you better as a teacher in ways that the standard evaluation and analysis of test scores cannot do.

Dr. Oxendine suggested that she would like to perhaps start anew with this whole concept around student surveys in order to build ownership among teachers, administrators, and superintendents who continue to raise questions about the items. She noted that they are probably not that confident that we are not headed towards a mandate even though in February we made it very clear that this is voluntary.

Going back to the structure of the items, Dr. Oxendine referenced the Massachusetts Measures of Effective Teaching, which draws an intersection between student survey outcomes and where teachers are in meeting directed support or monitored support. She wondered if there is some thinking that needs to be done in that direction, i.e., pause for a while to bring stakeholders together to start at the basic level and work on the questions to get the wording right, etc. In response, Dr. Tomberlin explained that the only way to effectively develop these questions is to use the data generated by the student responses to determine whether the items are functioning the way that we think they are. He stated that this question has been consistently raised by superintendents and others that these items are just not right. But the data do not support that position, according to Dr. Tomberlin. He stated that he would be concerned about developing a student survey that feels right to adults, but does not resonate with children. Dr. Tomberlin added further that, if the data are telling us that these items resonate with children who are taking the survey, frankly he is much more interested in finding out what the students think rather than what the adults think in this particular measure. He added that he is afraid that what is being proposed is that we let adults craft these items irrespective of what the data tell us how the students are interpreting them. Dr. Tomberlin reported that he found no evidence in the data that these items are problematic. He also stated that he is happy to enter into the discussion, but stressed that the data has to be used to drive that discussion and not perception. Dr. Oxendine stated that she would have a question about that from the standpoint that we are going to have a high percentage of students in low-performing school systems who cannot read and comprehend very well, using as an example a third grader who is reading far below grade level and required to read 29 items in a little more than three minutes. Dr. Oxendine stated that she questions the reliability of those findings, noting that this is a rhetorical comment. Dr.

Dr. Atkinson stated that perhaps we need to go back to Mr. Davis's suggestion to celebrate some of the LEAs using the data. She suggested that, if the Board wishes, the department could bring some of the LEAs to the Board to have them discuss how they use the data and what they see as pitfalls and advantages, etc. A brief discussion ensued.

▶ Update on State Evaluation Grant on Turning Around Low-Performing Schools Progress

❖ Dr. Nancy Barbour (Director, District and School Transformation)

Tomberlin shared that the findings have been sent to SBE members.

Dr. Gary Henry (Vanderbilt University)

Chairman Cobey asked Dr. Nancy Barbour to set the context about the work of the District and School Transformation Division before the update by Dr. Gary Henry.

Using a PowerPoint presentation, Dr. Barbour established the context for moving forward with North Carolina Transformation (NCT). First she provided a historic look at where the department has been starting with the Statewide System of Support, which is an intensive support mechanism. She explained that there are four Service Support Teams with cross-agency staff members who serve districts and schools by collecting and analyzing data to identify common needs and offer support for school improvement through targeted professional learning, identification and development of resources for educator growth and improvement, guidance with effective resource allocation decisions, and ongoing assessments and modification of the quality and alignment of the services provided by the team. District and School Transformation serves 75 low-performing schools across the state through

> Comprehensive Needs Assessment and Unpacking.

- > Deep Data Understanding,
- > School Improvement Professional Development, and
- Customized Coaching for District and School Leaders, and Classroom Teachers

Dr. Barbour elaborated briefly about Turning Around Low-Achieving Schools (TALAS) under Race to the Top (RttT). She explained that the department learned a lot through that work and now the new model is North Carolina Transformation (NCT). She pointed out the similarities in the models and highlighted the additional components in the NCT model.

As it relates to expectations of a continuous model of improvement, Dr. Barbour shared that the District and School Transformation Division has set the following goals: Receive specific real-time feedback, identify needs and connect to school improvement, recognize and utilize ALL data, and inform stakeholders for policy and practice.

Dr. Gary Henry used a PowerPoint presentation to review the goals and practices for NCT evaluation, which is funded by the Institute of Education Sciences. Dr. Henry prefaced this presentation by reminding Board members about the successes achieved through the TALAS model by providing data from 2012-14 on the impacts on student achievement, graduation and teacher retention under the TALAS model. He spoke specifically about the positives around the change in graduation rates, TALAS versus comparison schools, noting that the key ingredient in these schools is tailored support. Dr. Henry explained that the District and School Transformation Division provides direct support to the district level because in the first study of turnaround between 2006 and 2010, we found that districts could inhibit performance as well contribute to it. Dr. Henry explained that a lot of times, LEAs do not like to treat each school as a separate entity, but these schools have very specific challenges and must be treated as an individual school. At the second level we provide school-specific supports, particularly supports for the principals. In the first study, we learned that these principals start out with great objectives, but the day-to-day operations of those schools often distract them from things that are not directly related to improving student performance, i.e., bus issues, student discipline, medical emergencies, etc. Dr. Henry explained that coaching is fundamental to those kinds of operations as well as providing coaching at the instructional level. The second study showed that teachers had changed the nature of their conversations, according to Dr. Henry because of the value added and were more focused in the professional learning community meetings on student achievement, but they didn't get much feedback. This is when the idea of student surveys came into the process because we saw they were valid predictors of student achievement gains and, therefore, the feedback from those directly to teachers, and hopefully supported by their principals, could be an extension and provide direct data. Dr. Henry explained that we know from previous work that the evaluation ratings received by teachers from their principals are global assessments. The teacher is rated holistically and the student surveys give a chance to basically help separate different aspects of teacher instruction. We chose four, based on the literature: pedagogical effectiveness in the classroom, rigorous expectation, student engagement and classroom climate. All of which turned out to be the best predictors of whether that teacher would get better the next year and student test scores would increase given how effective the teacher was last year. These indicators help teachers improve if they get the data. Student formative assessment being used as an intermediate outcome...as Dr. Barbour stated we can get immediate feedback on whether teachers are improving in that and that can be placed right back into the teacher-level coaching so the teacher can receive coaching on the specific issues that they have in a way that we have not been able

to tailor those supports based on that data. The student surveys tell us how students are receiving their experiences within the classrooms.

As it relates to the Evaluation of NC Turnaround (NCT), Dr. Henry explained that this has been funded through the Institute for Education Sciences State Partnership Grant. Partners and Leads include:

- 1. State Board of Education (Martez Hill) and Department of Public Instruction (Nancy Barbour)
- 2. Vanderbilt University (Gary Henry)
- 3. University of North Carolina at Chapel Hill (Julie Marks)
- 4. RAND Corporation (Rebecca Herman)

Dr. Henry explained that IES requires the evaluation to focus on turnaround, teacher evaluation or standards and assessment. North Carolina was one of three evaluations funded nationwide in 2015. Dr. Henry also explained that plans are to examine NCT in 75 schools and compare with 86 other schools in North Carolina that are similarly low performing but not as low performing as the NCT schools. Dr. Henry shared maps of the NCT schools as well as the evaluation comparison schools. He noted that the 10 largest districts were not included mainly because the smaller districts simply do not have the capacity to have turnaround in the chronically low-performing schools

Dr. Henry reviewed the research questions, which are:

- What are the effects of NCT on teacher and student outcomes?
- ➤ What are the effects of NCT on the outcomes of the lowest-achieving students?
- ➤ What processes and intermediate outcomes increase or decrease effects on the lowest-achieving students?
- Are the transformation processes in NCT schools administered with quality and as they were intended?

Dr. Henry explained that the research design is based on Institute for Education Sciences (U.S.DOE Hierarchy).

- 1. Regression Discontinuity (Are outcomes better in NCT schools than next lowest NC schools?)
- 2. Difference-in-Differences (Are gains in NCT schools larger than in other low-performing NC schools?)

Included in the proposal was the idea that we need systematic data to include what students are experiencing day-to-day through a student survey. Dr. Henry shared that he was the biggest sceptic when Dr. Ron Ferguson first started talking about student surveys, noting that he did not believe that student surveys would be reliable enough to produce information that allowed us to predict how much better teachers became. After reviewing the data, and turning it upside down, Dr. Henry stated that he has gone from a sceptic to a convert, believing that these provide important information and are much more reliable; they are key to starting to move forward to isolate specific strengths and weaknesses of teachers and have them acted upon in a way that helps students learn. The guiding principle in the study is to use administrative data for as many purposes as possible, noting that this was the only area where we didn't have that type of data, according to Dr. Henry. He referenced Ms. Triplett's comments that one of the best predictors of whether a student will do well or graduate is whether they had at least one caring adult in their school, but we had no data to suggest whether that exists in the turnaround schools where literally the whole teaching workforce turns over every three years. If we want to understand and improve schooling for these students who are the most at-risk, we really need more data

to help focus in on how to do that. Dr. Henry explained that student surveys were piloted in North Carolina and found to be reliable and valid, elaborating briefly on the rigorous expectation scales. In addition, Dr. Henry provided data to demonstrate the predictive power of the survey.

The Plan for Student Surveys in NCT Services & Evaluation is as follows:

- Survey selected reliable and valid in other settings
- > Survey responses tested for reliability and validity in NC by research team
- Any items or scales that are not reliable or valid in NC will be eliminated from the analysis
- ➤ Survey responses provide formative feedback for teachers
- > EVAAS not available for all teachers and provides no information about how teachers can improve
- > Survey responses available for most regular classroom teachers and provide information on how to improve
- ➤ If administered statewide, they provide comparative information (high scoring teachers can be assigned to mentor lower scoring teachers) and provide information that the principal can use to improve instruction (focusing teachers' development on lower scores)

In response to Vice Chairman A.L. Collins's statement that it appears that mandatory student surveys are a part of the grant, Dr. Henry stated that they are not mandatory, noting that Dr. Atkinson has been very clear that this is a voluntary process – there is no mandate that was in the grant proposal or anywhere else that these would be required. He stated that it would be his strong desire and belief that if there was a mandate, we would be better off in terms of this information being provided, but that is the Board's decision – the data and evidence support that this could be tremendous help and support for these chronically low-performing schools, in his opinion.

Mr. Martez Hill explained that he sent Board members a copy of a letter from Dr. Atkinson and Chairman Cobey informing the Board of a communication that was sent to superintendents where the 75 schools reside. He explained that the plan is to ask those superintendents to participate and inform them of the components of the evaluation and explain to them why these components are helpful. He explained that one reason he asked Dr. Barbour to present was to show the Board and others that this evaluation is really just a continuation of the services that District and School Transformation is already providing. He reported that Dr. Barbour and staff have contacted all of those superintendents to see if they would be interested in receiving services from District and School Transformation. Mr. Hill explained that his subsequent phone call would be to ask those same superintendents to participate in this evaluation because we need to collect data to prove to the State Board and our legislators that this involvement and these services are worthy of continued investment and that the policy is accurate and on point. As a follow-up, Mr. Collins queried that when Dr. Atkinson is telling superintendents that this student survey idea came from the State Board it is really coming from this grant. The answer was no, according to Mr. Hill. Going back to 2008-09 there has been an ongoing conversation about how we can approve our teacher effectiveness system. Mr. Hill stated that, candidly, he perceived that the State Board was interested in moving forward with student surveys. He started to explain that when he and Dr. Henry talked about this opportunity to participate in a grant, Mr. Collins interrupted stating that what he hears Mr. Hill say is that the Board is here to make a decision about whether we are going to mandate surveys, but he hears from Dr. Atkinson that it is just voluntary. He stated that everyone on the Board has been inundated by superintendents around the state because of the miscommunication on this issue, and he does not want another month like the last. He noted that he is still confused about the

surveys, but added that it is exactly what he thought in that the surveys have something to do with the grant and data collection. He added that if the surveys are only going to be mandated for the 75 schools, then we need to know about it and know what the process is. The impression in this state is that this Board is going forth with a survey mandate across the state, one way or the other. Mr. Collins added that as he indicated last month, one of the superintendents told him they had a representative at DPI that reported that the surveys were going to be mandated and that is the word that got around. In response, Dr. Atkinson stated that in reading the contents of the letter that Mr. Hill shared with everyone, the letter states, "we ask you to participate and encourage you to participate." The letter does not say that you have to participate, which is a very important point – that we want the schools to participate, but ultimately the superintendent has the authority to opt out. Dr. Henry reiterated that there is nothing in the grant proposal that requires the student survey. It is in the grant proposal that the student survey would be available. The word that went out on encouraging is exactly what we would hope would be done with these schools, according to Dr. Henry, because the data would provide direct evidence to teachers to move forward.

Continuing the presentation, Dr. Henry highlighted several important features of NCT Evaluation:

- ➤ Expert Teacher and Principal Advisory Committee Principal and Teacher of the Year and others, all successful in low performing schools (three SBE members have agreed to serve)
- ➤ Advice on interpretation of findings
- > Recommendations for improvement
- > Provides detailed information on implementation in time for DPI to adjust if needed
- Compares practices in NCT Lowest Performing Schools to other low-performing schools not receiving NCT
- ➤ Provides evidence about why some students succeed and others do not to inform adapting practices that make more students successful

Referring back to the letter sent to the LEAs with the 75 schools that the student surveys are voluntary, Dr. Oxendine asked if the grant is heavily dependent on participation of those schools on the surveys. Dr. Henry explained that the grant partnership may continue whether or not the student surveys are done. However, based on evidence, we feel that these surveys are key tools to put in the hands of teachers and principals in these schools as well as the coaches. From the evidence we can provide and the support that can be provided for teachers and principals, Dr. Henry stated that he believes the student surveys are a key component. He added that we do not have any substitutes for those data – teacher working conditions we've tested as well as other surveys, but they don't predict how well students and teachers do as well as the student surveys.

Dr. Oxendine asked Dr. Henry about other types of data worthy of collecting because of grant obligations. Dr. Henry replied that the grant obligates principal and teacher surveys, which will be done in all NCT schools as well as the comparison schools. He explained that those data focus on implementation, fidelity and quality. For instance, did they get the services they were supposed to have received, what was the duration of the coaching, is the coaching going to teachers for value added, etc. According to Dr. Henry, site visits will be conducted in every one of the schools next year where we will ask principals and teachers specifically about the quality and level of services that they are receiving from NCT.

Board member Rebecca Taylor shared that she is not opposed to the survey as much as the implementation. She asked if the survey would be read to students who cannot read. Dr. Henry explained that there is no intention of having teachers read the questions to students who have difficulty reading because we would not want the teacher to influence the responses. He added that the survey has been planned down to grade 3 in North Carolina, but has been administered down to kindergarten in other states and is still reliable. Any question they have trouble answering would certainly show up, according to Dr. Henry. Ms. Taylor asked if input has been sought by teachers regarding grade level appropriateness of the survey questions. Dr. Henry explained that research has been done to test different ways of asking the same questions and findings show that some are reliable and some are not; social science has been used to determine this rather than using people's feelings about questions.

At this time, the Board's committee meetings were held.

RECONVENE IN OPEN SESSION

After the Board committees concluded their work, Chairman Bill Cobey convened the State Board of Education meeting in Open Session and the following members were present:

William Cobey, Chairman A.L. "Buddy" Collins, Vice Chairman Gregory Alcorn Eric C. Davis Reginald Kenan Wayne McDevitt Olivia Oxendine Rebecca Taylor Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent Christine Fitch, Local Board Member Advisor Rodney Shotwell, Superintendent Advisor Steve Lassiter, Principal of the Year Advisor James Ford, Teacher of the Year Advisor Keana Triplett, Teacher of the Year Advisor Yates McConnell, Junior Student Advisor Grace Russell, Senior Student Advisor

CLOSED SESSION

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

Upon motion made by <u>Vice Chairman A. L. Collins</u> and seconded by <u>Ms. Rebecca Taylor</u>, the Board voted unanimously to convene in Closed Session to discuss personnel matters and consult with its attorneys on attorney-client privileged matters, and to consider the handling of the following cases:

- (1) Crossroads Charter High School v. NCSBE;
- (2) Dynamic Community Charter School v. NCSBE;
- (3) Hoke County v. State of North Carolina and State Board of Education; and
- (4) Montgomery v. NCSBE and NCDPI.

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

Upon motion made by <u>Mr. Wayne McDevitt</u>, and seconded by <u>Mr. Greg Alcorn</u>, the Board voted unanimously to recess the State Board of Education meeting until Thursday, March 3, 2016, at 9:00 a.m.

Minutes of the North Carolina State Board of Education Education Building 301 N. Wilmington Street Raleigh, NC 27601-2825 March 3, 2016

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman

A.L. "Buddy" Collins, Vice Chairman

Janet Cowell, State Treasurer

Gregory Alcorn

Eric C. Davis

Reginald Kenan

Wayne McDevitt

Olivia Oxendine

Rebecca Taylor

Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Christine Fitch, Local Board Member Advisor
Rodney Shotwell, Superintendent Advisor

Steve Lassiter, Principal of the Year Advisor
James Ford, Teacher of the Year Advisor
Keana Triplett, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the March 2016 State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and explained to the audience that, in addition to holding its Committee meetings, the Board held three Issues Sessions. Following a brief overview of the agenda, Chairman Cobey read the Ethics Statement.

ETHICS STATEMENT

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Wayne McDevitt was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Discussion/Comments:

- Chairman Bill Cobey requested a motion to approve the minutes of the February 3 and 4, 2016, State Board of Education meeting.
- There was no discussion.

Ms. Patricia Willoughby made a motion to approve the minutes of the February 3 and 4, 2016, State Board of Education meeting. Seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITIONS

- **National Title I Distinguished Award Winner**
 - District 7 Elementary School, Cumberland County Schools, Ms. Rhonda Hill (Principal), and Dr. Frank Till (Superintendent)

Chairman Cobey recognized State Superintendent June Atkinson to introduce this special recognition segment on the agenda. Dr. Atkinson was pleased to announce that District 7 Elementary School in Cumberland County was recently named a National Title I Distinguished Award Winner. She recognized Ms. Donna Brown (Director, Federal Program Monitoring and Support Division) to give background on the award.

Ms. Brown explained that District 7 is one of two Title I Distinguished Schools in North Carolina that represent the state at the national level, noting that North Carolina has participated in the National Title I Distinguished Program since 1996. Each year schools are recognized in one of two categories: Sustained High Student Performance over Three Years or High Growth/Closing Achievement Gaps between Student Groups. Ms. Brown shared that District 7 Elementary School has been selected to represent North Carolina in the Sustained High Student Performance Category. Ms. Brown explained that District 7 is a small rural school that is a shining example of what can be accomplished when a school is data driven and has strong family and community partnerships. She introduced Ms. Rhonda Hill (Principal of District 7) for a presentation.

Ms. Hill prefaced this presentation by introducing the delegation from her school, which included 5th grade students: Mr. Wyllum Hunt, Mr. Gray Murphy, and Ms. Angelina Stein; and staff members: Ms. Brandi Newell (Instructional Coach), Ms. Becky Walker (5th Grade Teacher and NC Science Teacher of the Year), and Ms. Bettie Olsen (Lab Specialist and Assistant). Using a PowerPoint presentation, Ms. Hill shared the demographics of their pre-K-5 school. At this time, each member of the delegation shared their experiences as students and staff at District 7 Elementary School, mentioning some of the programs such as Battle of the Books, Science Olympiad, PLCs, professional development, and data

assemblies, afterschool acceleration, EOG celebrations, community involvement, etc. In closing comments, Principal Hill invited all Board members to visit District 7 Elementary School.

Following the presentation, the District 7 delegation was joined by Cumberland County Superintendent Frank Till for a photograph with the State Board.

> North Carolina Middle School Counselor of the Year

❖ Ms. Durenda Johnson Ward (NC Middle School Counselor of the Year and National Counselor of the Year Finalist; Centennial Campus Middle School, Wake County Schools), Ms. Katie McMillan (Principal, Centennial Campus Middle School) and Dr. Jim Merrill (Superintendent, Wake County Schools)

State Superintendent June Atkinson recognized Ms. Cynthia Floyd (School Counseling Consultant) to introduce this special recognition segment on the agenda.

Ms. Floyd announced that the North Carolina School Counselor Association named Ms. Durenda Johnson Ward as the NC Middle School Counselor of the Year during its November state conference. Ms. Floyd explained that once a counselor is named State School Counselor of the Year, they are then eligible to be nominated for the National School Counselor of the Year competition. Ms. Ward's nomination went to the American School Counselor Association where she was selected as a semifinalist. In addition, they select the top six finalists from all of their nominations from across the country, and Ms. Ward was selected as one of the top six finalists in the country. First Lady Michelle Obama hosted the recognition ceremony at the White House. The top six finalists are flown to Washington, DC, where they are also joined by semi-finalists. Photographs and a video of that ceremony are available on the department's School Counseling Wiki page. During the ceremony, the First Lady shared the following quote from one of Ms. Ward's students. "She helps me see myself as a beautiful young woman, even though it might be hard to do that myself at times. She has truly helped me see who I am and what I am capable of."

Ms. Johnson Ward shared that she was honored to be recognized by the state and the nation for the work that we do every day that we love. She explained that she intentionally used the word "we" because she represents all school counselors across the state and nation.

Ms. Ward was joined by her principal Katie McMillan for a photograph with State Board members.

STATE SUPERINTENDENT'S REPORT

Special Recognitions

North Carolina Music Educator Wins Grammy Award

Mr. Phillip Riggs, Instructor of Music at the North Carolina School of Science and Math won the Grammy Music Educator Award. He is the third recipient of this award, and it comes with a \$10,000 honorarium.

- The Grammy Music Educator Award is a joint partnership and presentation of the Recording Academy and the GRAMMY Foundation.
- ➤ The Music Educator Award was established to recognize current educators who have made a significant and lasting contribution to the field of music education, and
- Demonstrates a commitment to the broader cause of maintaining quality music education in schools.
- More than 4,500 nominations were submitted nationwide.

The North Carolina Music Educators Association (NCMEA), founded in 1970, is a state affiliate of the National Association for Music Education (NAfME). NCMEA membership comprises 2,460 K-12, collegiate and higher education music educators.

State Superintendent Atkinson recognized Ms. Christie Lynch Ebert (Section Chief, K-12 Program Areas) to introduce this special recognition segment under her Superintendent's Report.

Ms. Ebert recognized Mr. Phillip Riggs who is the recipient of the Grammy Foundation's 2016 National Music Educator Award, selected from more than 4,500 nominees, nominated by one of his students. Ms. Ebert shared that Mr. Riggs has been teaching in the State of North Carolina for more than 28 years, has been a member of the NC Music Educators Association for his entire career, and served as the president of the NC Band Masters Association. Executive Director of the NC Music Educators Association Ms. Pat Hall was present in the audience to honor Mr. Riggs. Ms. Ebert shared that the reason Mr. Riggs was recognized was because of his passion and commitment to high quality music education.

Mr. Riggs was invited forward to receive a plaque from the State Board of Education commemorating his national award. The presentation was photographed.

At the request of State Superintendent Atkinson, Mr. Riggs described briefly his experience at the Grammy Awards, made brief comments about the honor of winning the Grammy Award, and thanked the State Board of Education for its commitment to music education.

North Carolina ACT College and Career Readiness Campaign Exemplars

ACT Inc. presented awards for College and Career Readiness Exemplars at its state conference in Greensboro February 23. Special recognition went to

- > Student Dedreon Davis of Hoggard High School, New Hanover County Schools for overcoming personal obstacles to make gains on his composite ACT score;
- ➤ Davidson County Community College for its apprenticeship program, support for two early college high schools and exemplary College Transition Center for developing foundational skills; and

> Clinton High School, Clinton City Schools, for broad efforts to help students prepare for, apply to and pay for college, increasing college scholarships from \$700,000 to more than \$3.5 million in four years and the rate of college acceptance by 15 percent.

"READY" Initiative

Celebrate NC Schools Highlights Stories from the "READY" Initiative

From 2010 through 2015, state and local school leaders used \$400 million in federal Race to the Top grant funds to strengthen teaching and learning in North Carolina.

A new section on Celebrate NC Schools features a series of short stories highlighting how these grant funds were used in a multi-strategy approach, branded the "READY" initiative, to transform education in the classroom, district and state.

Go to http://www.dpi.state.nc.us/celebrate/rttt/ on the NC DPI website to review these accomplishments.

Home Base Symposium Meets in Greensboro

The 2016 Home Base Symposium met in Greensboro to provide practical information to help educators, administrators and support staff put Home Base tools to best use.

Highlights of the event

- More than 1,200 people attended from across North Carolina.
- ➤ One hundred classes focused on all aspects of Home Base application.
- Classes provided practical information to help educators put Home Base tools to best use.
- Efforts were made to include more professional learning for the Home Base suite of applications PowerSchool, Schoolnet, Truenorthlogic, Identity and Access Management, Learning Object Repository and Canvas.
- Attendees received a first look at a new HTML grade book that PowerSchool will be showcasing in advance of its launch possibly this fall.

North Carolina Schools will "Loved the Bus" February 8-12

Bus drivers and student safety were celebrated and highlighted during national "Love the Bus" week February 8-12.

Coordinated by the American School Bus Council and recognized since 2007, schools and districts across the state held special celebrations to recognize bus drivers and promote safety.

- ➤ Governor McCrory proclaimed February 8-12 as "School Bus Driver Appreciation Week" in North Carolina.
- School communities and citizens were urged to support the program.
- Bus drivers were recognized for their excellence and safety records.

New Additions Join DPI Team

- Irwin Benjamin Accountant Financial and Business Services School Business
- ➤ Warren Price Business Technology Specialist Technology Services Accountability Systems
- Tabitha Mbaka Accountant Financial and Business Services School Business
- ➤ John Barry Desktop Support Analyst Technology Services Infrastructure Support
- Andrew Sioberg Education Program Director I Educator Effectiveness

- ➤ Shaunda Cooper Ed. Planning and Development Consultant Financial and Business Services Charter Schools
- ➤ Cheryl Cox Education Consultant II Career and Technical Education

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- Joint Legislative Education Oversight Committee, Raleigh, NC
- Council of State, Raleigh, NC
- North Carolina Association of Educators, Cary, NC
- Emerging Issues Forum, Raleigh, NC
- Love the Bus, Petree Elementary School, Winston-Salem, NC
- Home Base Symposium, Greensboro, NC
- School Bus Driver Appreciation, Holly Springs High School, Holly Springs, NC
- NC PAPA Board meeting, Raleigh, NC
- Local Superintendent, Human Resource Officer and Principal Advisory Committee on Teacher Recruitment and Retention, Raleigh, NC
- NC Teacher Voice Network, Raleigh, NC
- US Chamber of Commerce, Washington, DC
- ACT State Conference, Greensboro
- Elizabeth City-Pasquotank Public Schools Education Foundation Annual meeting, Elizabeth City, NC
- Local Superintendent Testing and Growth Advisory Council, Greensboro, NC

□ Visited

- Petree Elementary School, Winston-Salem, NC
- Holly Springs High School, Holly Springs, NC

USA TODAY

Over the course of a year, the USA TODAY NETWORK gathered the databases of certified teachers and disciplined teachers using the open records laws of each of the 50 states. Dr. Atkinson noted that North Carolina received an "F" as it pertains to our ensuring that our teachers are screened appropriately as it relates to not having teachers convicted of criminal activity. She drew attention to a report developed in 2010 by a Task Force under her request on how we can ensure that we have licensure screening in place. The Task Force made recommendations and some of those recommendations have been implemented through North Carolina's new electronic licensing system. Dr. Atkinson noted that it is important that Board members know about the state legislation related to background checks and as such she requested Special Assistant Attorney General Laura Crumpler to provide an overview of that statute, which is included on eBoard. As Ms. Crumpler made her way to the podium, Dr. Atkinson shared that since 1995, approximately 800 individuals have either been disciplined, had their license revoked, or have been denied a license to teach in North Carolina.

Ms. Crumpler explained that General Statute §115C-332 – Criminal History Checks applied to local boards of education with regard to criminal background checks, noting that there is no statute that authorizes the State Board of Education or the department to access the fingerprint data base. She explained that it takes statutory authority in order for a state or local agency to access what is maintained by the FBI in conjunction with the SBI. Local boards of education have had this power through G.S. § 115C-332 since 1995, according to Ms. Crumpler. Ms. Crumpler pointed out that, notwithstanding the

not licensed inappropriately.

report from USA Today and follow-up reports, the State Board of Education and the DPI have done an excellent job with making sure that teachers entering the profession have been adequately checked. She explained that there are various other ways to do background checks besides fingerprints. She added that one of the strongest things the State Board did was to adopt the mandatory reporting requirement in 1993, which requires superintendents and other members of leadership in local boards of education to report to us wrong doing by teachers so we can adequately stay on top of those types of issues with local teachers. Ms. Crumpler explained that this particular state statute was adopted and passed in 1995 as part of the Excellent Public Schools Act and gives the local boards of education the authority to access fingerprint data base. Per the G.S. §115C-332 local board of educations to adopt a policy for criminal background checks, require person to be checked by Department of Public Safety if local policy requires fingerprinting, not require applicant to pay for either federal or state access to fingerprint database. review background check, and provide State Board of Education results of criminal history. Ms. Crumpler noted that this information is privileged information, and not for public record. The law requires the State Board of Education to review the criminal history of applicants (carried out by the legal department), and determine action of revocation, suspension or denial of licensure. Ms. Crumpler reminded Board members that the State Superintendent established an Ethics Committee for Teacher Ethics, comprised of outside individuals (superintendents, teachers, HR directors, etc.) who meet on a monthly basis to review teacher applications to ensure that teachers have the requisite character and moral fitness, and in this case, would be reviewing criminal background checks to make sure they are

Noting that individuals are moving into our state all of the time, Chairman Cobey asked if the department has access to national databases to prevent someone from getting a teaching position that should not be in our classrooms. Ms. Crumpler explained that North Carolina belongs to an organization called NASDTEC (National Association of State Directors of Teacher Education and Certification), which maintains a national database of all teachers throughout the country who have had their licenses denied, suspended, revoked, or even a reprimand issued, noting that the department has access to that information and DPI is in constant conversation with local boards, HR directors and their board attorneys around teachers. Ms. Crumpler stated that she felt North Carolina does a good job of keeping abreast of teachers moving in and around the state.

Superintendent Advisor Rodney Shotwell shared that he serves on the Superintendent's Ethics Committee, which started out as once a quarter meeting and now is almost monthly. He explained that his LEA does not allow a new teacher into the classroom until their background is checked and he reported that so far it has been 99% effective.

Chairman Cobey noted that this topic will be addressed during the Board's Planning and Work Session in April. He asked Ms. Crumpler to think about if there is something the Board should ask the General Assembly to do related to this issue as it needs to be a priority. Ms. Crumpler concurred, noting that the Task Force made a number of good recommendations that should at some point be considered by the Board. Chairman Cobey instructed Mr. Hill to include time on the agenda for this discussion.

Legislative Update

❖ Ms. Rachel Beaulieu (Legislative Liaison Director)

Ms. Beaulieu elaborated briefly about the two-page summary posted on eBoard and below, which highlights the Draft 2016 Legislative Issues and the top 10 recent General Assembly mandates/priorities.

- 1. Professional Development/Educator Effectiveness: Invest in our teaching workforce and leadership. Enhance Educator Effectiveness through proven measures of training:
 - a. Professional Development that improves student outcomes
 - b. Distinguished Leadership in Practice
 - c. Digital Learning Grants
 - d. Master Literacy Trainers/Coaches
- 2. Teacher Leaders/Teacher Pay: Maintain and improve our state's commitment to the teaching profession.
 - a. Fulfill the commitment to raise all teachers' salaries to attract and retain the best and brightest.
 - b. Institute targeted Master's and Doctoral Pay.
 - c. Ensure a high-quality, sustainable NC teacher recruitment plan.
 - d. Allow a measure of local discretion on any differentiated pay pilot.
- 3. Textbooks/Digital Resources: Reinstate the textbook funding level to \$77.16 per student (from \$29.05 in FY 2015-16).
- 4. Digital Learning: Provide the support and infrastructure necessary to reach the Digital Learning goal of 2017 set by the General Assembly.
 - a. Secure classroom technology needs during implementation of the Instructional Improvement System within Home Base.
 - b. Manage delivery of instructional tools and resources for the Home Base system, accessible by all 115 school districts and charter schools.
- 5. NC Virtual Public School:
 - a. Increase staffing capacity to accommodate increased demand and anticipated growth.
 - b. Exempt NC Virtual Public School from the Umstead Act for both short and long-term sustainability.
- 6. Instructional Supplies: Reinstate the per student funding level to \$59.33 (from \$28.38).
- 7. Turn Around Low-Performing Schools: Continue proven support for principals, teachers and superintendents in lowest achieving schools and districts.
 - a. 2015 "Low-Performing Schools" state law definition.
 - b. Clean slate approach v. revising current statutory structure.
- 8. Read to Achieve: Provide additional staffing, such as Master Literacy Trainers, Instructional Coaches, and/or Teacher Assistants, to ensure that each child can read by or before 3rd grade.
- 9. School Calendar Flexibility:
 - a. Allow alignment of the school calendar with that of community colleges and universities to enhance learning opportunities.
 - b. Permit schools given a D or F under the School Performance Grades law to adopt a modified calendar.
- 10. NC Procurement Alliance: Invest in this child nutrition Alliance (where every \$1.00 invested saves LEAs \$6.00).

- 11. Increase Principal/Assistant Principal Pay
- 12. Early Childhood Education
 - a. Lift unnecessarily-doubled regulatory scheme off of public Pre-K classrooms.
 - b. Increase slots for more at-risk children to be served in Pre-K.
 - c. Improve continuum for Early Childhood Education delivery.
- 13. A-F School Performance Grades: At minimum, continue the 15-point scale for the 2016-17 school year.

TOP 10 RECENT GENERAL ASSEMBLY MANDATES/PRIORITIES

	General Assembly Mandate	Staffing Evidence*
1.	Charter School Laws	National recommended average (consultants: charter
		schools) is 1:9. NC now has 1:31.
2.	Educator Preparation Oversight	1 Employee now, serving 50 constituent institutions.
	2015 law in effect by 2017	
3.	Licensure	New 2015 law. Other recent licensure law changes. New
		system.
4.	Educator Effectiveness/Teacher	\$0 for Professional Development for educators.
	Quality	
5.	Student Growth	High demand for educator training.
6.	Digital Learning Plan	
7.	Turning Around Low-performing	581 "low-performing schools;" have staff to serve 75
	Schools	schools.
8.	Read to Achieve/Early Childhood	FL: \$ for state funded literacy coaches.
	Education	NC: \$0.
9.	Driver Education	1 consultant
10.	Virtual Public School	Enrollment increases and course development needs
		demand more staffing capacity.

^{*} NOTE: Strict accounting for use of federal funds - cannot supplant state funds with federal funds absent federal authority. State: federal (51:49) federal requirement for DPI agency budget; otherwise, risk losing state autonomy on NC's expenditure of federal funds.

Noting that the State Board will be voting on the Supplemental Budget recommendations, Board member Greg Alcorn asked for clarification related to professional development and teacher pay, stating that one of the Board's considerations is to be regionally ranked. He asked whether that would be consistent with what is being presented. Ms. Beaulieu explained that she would amend the agenda to be in alignment with whatever the board decides today about budget recommendations.

Regarding #7 in the chart (Turning Around Low-Performing Schools), Mr. Alcorn asked if that was a place where we could show a return on investment. Dr. Atkinson confirmed that this could be done, and, in fact, the department could use the million dollar figure for dropouts, which can be calculated fairly easily. Mr. Alcorn suggested that it would be important to have a dollar amount on as many priorities as possible.

Board member Wayne McDevitt suggested that it would be helpful over the next 45 days to merge the two documents into something that aligns with what the Board is adopting so that there is a consistent protocol.

Noting that he likes the chart of *Top 10 Recent Mandates or Priorities*, Mr. McDevitt suggested that over the next 8-10 months that the State Board do that with its Strategic Plan as it is adopting goals with metrics.

INFORMATION AGENDA

HEALTHY RESPONSIBLE STUDENTS

(Mrs. Patricia Willoughby, Chair; Mr. Reginald Kenan, Vice Chair)

HRS 3 – Consolidated Data Report: Crime and Violence, Suspensions and Expulsions, Reassignments for Disciplinary Purposes, Alternative Learning Program Placements, Use of Corporal Punishment, and Dropouts

Policy Implications: General Statutes §115C-12(21)(27)

SBE Strategic Plan:

Goal 5: Every student is healthy, safe, and responsible.

Objective 5.2: Promote healthy, active lifestyles for students.

Presenter(s): Dr. Ben Matthews (Director, Safe and Healthy School Support) and Dr. Kenneth Gattis (Senior Research and Evaluation Coordinator, Safe and Healthy School Support)

Description:

G.S. §115C-12 (21) (27) directs the State Board of Education (SBE) to compile a report on dropout rates, suspensions, expulsions, uses of corporal punishment, reassignments for disciplinary purposes, alternative placements, and acts of violence in the public schools and to report annually to the Joint Legislative Education Oversight Committee.

Recommendation(s):

N/A

Discussion/Comments:

- HRS Committee Chair Patricia Willoughby recognized Dr. Ken Gattis for this Information item. As Dr. Gattis made his way to the podium, Chair Willoughby drew the Board's attention to the laws around this report (located on eBoard). The full report is attached on eBoard. She stated that the purpose of this report is to provide the data, noting that the Board may want to come back in the future to have a more in-depth discussion around what the data is telling us.
- Dr. Gattis prefaced this report by explaining how the data was gathered. Then, using a PowerPoint presentation, Dr. Gattis summarized the requirements for discipline data collection and verification. Using maps and graphs, Dr. Gattis reported data in the following categories:
 - ➤ Reportable Crimes 2007-08 to 2014-15 (Grades 9-13)
 - ➤ Highest and Lowest Three-Year Average Crime Rates by LEA
 - ➤ Most Frequently Reported Crimes, 2014-15
 - ➤ Short-Term Suspensions, 2007-08 to 2014-15
 - ➤ Highest and Lowest Three-Year Average Short Term Suspension (STS) Rates
 - ➤ Long-Term Suspension, 2007-08 to 2014-15
 - ➤ Highest and Lowest Three-Year Average Long-Term Suspension (LTS) Rates

- Reasons for Suspensions (All Grades), 2013-14 and 2014-15
- ➤ Short-Term Suspension Increases (All Grades)
- In addition, Dr. Gattis spoke briefly about Dropout Data Collection Procedures in determining student dropout status and provided a comprehensive overview of the dropout data. Using PowerPoint slides, he reviewed the following data points:
 - > Dropout Counts, 2007-08 to 2014-15 (Grades 9-13)
 - ➤ Highest and Lowest Three-Year Average Dropout Rates
 - ➤ Change in Reported Reasons for High School Dropouts, 2013-14 to 2014-15
 - ➤ Three-year Average Rate Comparisons Statistical Correlations
 - ➤ Three-Year Average Rate Comparisons Based on Quartile Groupings for Dropout Rate
- Dr. Gattis also shared data about uses of Corporal Punishment. General findings show that the number of reportable crimes by high school students increased by 372 from 2013-14 to 2014-15, a 6.8% increase. The high school reportable crime rate increased 6.6%. However, there was a decrease in crimes by students in lower grades, resulting in an overall increase in reportable crimes for all grades of 215 and an overall crime rate increase of 1.5%.
 - Reportable crimes were most frequently committed by students who were ninth graders and male. Among ethnic groups in high school, American Indian students had the highest rate of school crimes, followed by black students.
 - ➤ LEAs reporting zero grade 9-13 reportable crimes were Elkin City, Jones County, Tyrrell County, and Washington County. Of the LEAs with more than zero, those with the lowest rates of grade 9-13 reportable crimes were Cherokee County, Columbus County, Bertie County, Roanoke Rapids City, Dare County and Gates County.
 - ➤ LEAs with the highest rates of grade 9-13 reportable crimes were Transylvania County, Warren County, Perquimans County, Yadkin County, Asheville City, Greene County, Chatham County, Brunswick County, McDowell County, and Buncombe County.
 - ➤ LEAs reporting the largest 3-year decreases in rates of grade 9-13 reportable crimes were Elkin City, Jones County, Tyrell County, Washington County, and Cherokee County.
 - ➤ LEAs with the largest 3-year increases in rates of grade 9-13 reportable crimes were Swain County, Newton Conover City, Warren County, Edenton/Chowan and Greene County. Although Newton Conover City and Edenton/Chowan had large increases, their 2014-15 grade 9-13 crime rates were below the state average.
 - ➤ The most frequently reported reportable crimes in high school were 1) possession of a controlled substance in violation of the law, 2) possession of a weapon excluding firearms and powerful explosives, and 3) possession of an alcoholic beverage.
- General Findings related to Short-Term Suspensions show that there were 86,578 grade 9-13 short-term suspensions reported statewide in 2014-15, an increase of 2.7% from the 2013-14 total of 84,295.
 - ➤ One of nine North Carolina high school students received at least one out-of-school short-term suspension in 2014-15. Many students received only one suspension each year, but a number of students received multiple short-term suspensions. High school students who received short-term suspensions in 2014-15 averaged 1.83 suspensions each. The average total duration of short-term suspensions for high school students who received at least one suspension was 6.44 days. The average duration of a single short-term suspension was 3.51 days. The grade 9-13 short-term suspension rate was 1.95 suspensions per ten students.
 - Ninth grade students received the largest number of short-term suspensions. The rate of short-term suspensions for male students was 2.8 times higher than for females. Black students received the highest rate of short-term suspensions followed by American Indians. Short-term suspension rates increased in 2014-15 for black, Hispanic, multiracial, and white students. Rates decreased for American Indian, Asian, and Hawaiian/Pacific Islander students.

- Lexington City Schools reported zero short-term suspensions in 2014-15. Other LEAs reporting the lowest rates of grade 9-13 short-term suspensions were Watauga County, Clay County, Granville County, Asheboro City, Mooresville City, Elkin City, Alexander County, and Ashe County.
- ➤ LEAs with the highest rates of grade 9-13 short-term suspensions were Halifax County, Anson County, Weldon City, Richmond County, Caswell County, Robeson County, Hertford County, Edgecombe County, Whiteville City, and Northampton County.
- ➤ LEAs reporting the largest 3-year percentage decreases in rates of grade 9-13 short-term suspensions were Lexington City, Roanoke Rapids City, Watauga County, Tyrrell County, and Granville County.
- ➤ LEAs with the largest 3-year percentage increases in rates of grade 9-13 short-term suspensions were Clinton City, Graham County, Caswell County, Brunswick County, and Richmond County. Of these with large percentage increases, only Richmond County and Caswell City had 2014-15 rates that were above the state average.
- General Findings for Long-Term Suspensions show that the number of long-term suspensions (11 or more days) for all students declined slightly from 1,088 to 1,085. Average school days per suspension increased from 62.6 to 72.4 school days. High school students received 761 long-term suspensions, a 6.6% increase from 2013-14.
- General Findings for Expulsions show that the number of expulsions increased to 42, a 13.5% increase from the 37 reported for 2013-14. High school students received 37 of the 42 expulsions.
- General findings for Alternative Schools and Programs show that alternative schools and programs (ALPs) reported 13,448 student placements in 2014-15, an 8.4% increase from the 12,403 reported in 2013-14. There were 12,657 individual students placed in ALPs during the 2014-15 school year. Schools made 4,023 assignments of students to ALPs as disciplinary actions.
- General findings related to Dropouts show that high schools in North Carolina reported 11,190 dropouts in 2014-15. The grade 9-13 dropout rate in 2014-15 was 2.39%, up from the 2.28% reported for 2013-14. The increase in the dropout rate was 4.8%.
 - There were increases in the dropout count in 58.3% (67 of 115) of the LEAs. Four LEAs stayed the same as the previous year. There were decreases in 38.3% (44 of 115) of the LEAs.
 - ➤ The 11,190 dropouts recorded in grades 9-13 represented a 7.6% increase from the count of 10,404 recorded in 2013-14.
 - ➤ LEAs reporting the lowest high school dropout rates were Newton Conover City, Hyde County, Chapel Hill-Carrboro City, Union County, Macon County, Clinton City, Washington County, Graham County, Currituck County, and Yadkin County.
 - LEAs reporting the highest dropout rates were Warren County, Person County, Lexington City, Thomasville City, Scotland County, Halifax County, Lenoir County, Franklin County, Swain County, and Caswell County.
 - LEAs with the largest three-year percentage decreases in high school dropout rates were Newton Conover City, Washington County, Hyde County, Macon County, and Yadkin County.
 - ➤ LEAs with the largest three-year percentage increases were Pamlico County, Hertford County, Warren County, Tyrrell County, and Alleghany County. Despite the large three-year increase, Tyrrell County's rate is still below the state average.
- The consolidated reporting of safety, discipline, and dropout data permits an overview of highperforming school districts in these areas. No LEAs were on all three of the "top ten" lists of lowest high school rates of crime, short-term suspensions and dropouts. Three school systems were on two of the three "top ten" lists of superior performance in achieving low rates in these categories. These LEAs are:
 - ➤ Chapel Hill-Carrboro
 - Elkin City
 - ➤ Washington County

- Washington County was on all three of the "top ten" lists of largest three-year decreases in high school rates of crime, short-term suspensions, and dropouts. Four LEAs were on two of the three "top ten" lists for three-year decreases in high school rates of crime, short-term suspensions, and dropouts. They are:
 - > Asheboro City
 - ➤ Dare County
 - Jones County
 - > Tyrrell County
- General findings under Corporal Punishment show that there were 147 uses of corporal punishment statewide in 2014-15. Corporal punishment was used at least once by four LEAs. Charter schools and the remaining 111 LEAs did not use corporal punishment.
- Dr. Gattis fielded several questions from Board members related to suspensions, incidences, etc.
- Brief discussions were held about an analysis to correlate with the climate survey, and developing an approach as employment increases and dropouts increase, i.e., raising compulsory age.
- Teacher of the Year James Ford referenced the more detailed report on eBoard, stating that he could not figure out why we are still experiencing such racialized gaps in short- and long-term suspension rates, even as they are trending down. He asked Dr. Gattis to address the issue. Dr. Gattis stated that, while he is charged with collecting the data, he can only speculate on this issue. Chair Willoughby suggested that we make a list of our concerns and come back at a later date for a fuller discussion when we are not speculating. A brief discussion ensued about inexperienced teachers who need extra help and assistance in dealing with classroom diversity, better classroom management and positive discipline, Multi-tiered System of Support, professional development to raise awareness, and recognizing the differences in cultures. Dr. Atkinson stated that it is time to renew our commitment to have professional development modules that can be a part of HomeBase that can help local school districts to close the gap, noting that it is in the best interest of economic development in our state and in the best interest of each child.
- There was no further discussion.

This item is presented for Information only during the March State Board of Education meeting. (See Attachment ES&P 1)

STUDENT LEARNING AND ACHIEVEMENT (Mr. Eric Davis, Chair; Dr. Olivia Oxendine, Vice Chair)

SLA 6 - Academic Growth in North Carolina

Policy Implications: N/A

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Tammy Howard (Director, Accountability Services) and Dr. Gary Williamson (Senior Research Scientist, MetaMetrics)

Description:

The NC Department of Public Instruction reports a Lexile level on each student's Individual Student Report for each English language arts assessment. This information provides parents with a measure for identifying the reading level most appropriate for their students, assisting them in selecting supplemental reading material. Using Lexile data collected on the end-of-grade reading assessments, and more recently the English II end-of-course tests, Dr. Gary Williamson, a Senior Research Scientist with MetaMetrics, has analyzed the growth in reading performance from the late 1990s to the present. In this information session, Dr. Williamson will share his analyses, which supports the conclusion that North Carolina students have improved their reading skills across multiple editions of the assessments.

Recommendation(s):

N/A

Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Dr. Tammy Howard to present this Information item.
- Dr. Howard set the framework for this presentation by providing the history of North Carolina's use of Lexiles. She then introduced Dr. Gary Williamson for a presentation of the data.
- Using a PowerPoint presentation, Dr. Williamson provided comprehensive data regarding the North Carolina average reading growth curves with historical annotations for 1995-2014, including assessment, accountability and early intervention policies. He spoke about aligning the K-12 academic journey with a postsecondary destination (NASBE) and highlighted North Carolina norms for reading and mathematics growth.
- Dr. Williamson provided data related to the growth curve perspective for reading comprehension. In addition, Dr. Williamson provided historical contexts for reading growth including assessment, accountability and early intervention policies. He also provided trend data to show interpretive advantages of a common measurement scale for student growth, achievement level standards, K-12 text complexity standards, postsecondary text complexity, and text complexity for careers. Dr. Williamson also provided incremental velocity norms for average reading and mathematics growth denominated in Lexile Scale units spanning grades 3-11 during the years of 2002-10.
- Following the presentation, Dr. Atkinson stated that as we go forward in trying to develop accountability systems, there are many kernels of use from the things that Dr. Williamson has presented that may be very feasible to use.
- While interested in the completed historical curve, Chairman Cobey stated that he is interested in seeing the progress made as it relates to Read to Achieve. A brief discussion occurred.
- Vice Chairman Collins suggested that he would like to see this information disaggregated by ethnicity and poverty levels. Dr. Williamson shared that he has done a little on this work and provided an example using reading across grades 3-8, noting a narrowing of the achievement gaps. He also noted that in mathematics there is a widening in some groups. Mr. Collins stated that part of the problem in dealing with the issues that face us is that there is a tremendous gap that seems to be

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related to economic issues. The promise of public education requires that we figure out where that is, noting that some of Dr. Williamson's data suggest things based upon a large population of individuals. Board member Patricia Willoughby suggested a follow-up discussion related to the data.

• There was no further discussion.

This item is presented for Information only during the March State Board of Education meeting. (See Attachment SLA 6)

CONSENT AGENDA

Chairman Cobey moved to the Consent Agenda, which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent Agenda to be discussed on an individual basis.

Chairman Cobey noted a total of two items for consideration, and asked if any Board members wanted to remove any item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve the slate of consent items as presented.

Upon motion by <u>Mr. Eric Davis</u> and seconded by <u>Mr. Wayne McDevitt</u>, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments SLA 7 and ES&P 3)

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT (Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)

CONSENT

SLA 7 – Technical Changes to High School Diploma Endorsements

Policy Implications: General Statute §115C-12(40) – High School Diploma Endorsements; SBE Policy #GCS-L-007 and GCS-L-003

SBE Strategic Plan:

- **Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
 - **Objective 1.1:** Increase the cohort graduation rate.
 - **Objective 1.2:** Graduate students prepared for postsecondary education.
 - **Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.
 - **Objective 1.5:** Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).
- Goal 2: Every student has a personalized education.
 - **Objective 2.1:** Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Sneha Shah-Coltrane (Director, Advanced Learning)

Description:

Graduating high school seniors may earn various endorsements to their high school diplomas. These endorsements are Career, College, College/UNC, Academic Scholars and Global Languages Endorsements. The first three endorsements are mandated by legislation G.S. §115C-12.(40). The Academic Scholars and Global Languages Endorsements were envisioned by the State Board of Education.

The University of North Carolina General Administration requested minor revisions to the College/UNC Endorsement to ensure clarity and appropriate alignment with the UNC Minimum Course Requirements. This clarification aligns clearly with the SBE graduation requirements for science and social studies.

The Global Languages endorsement has been clarified to respond to inquiries from the field.

In addition, SBE Policy #GCS-L-007, High School Diploma Endorsements, has been revised to incorporate the content of SBE Policy #GCS-L-003, Policy adopting Academic Scholars Program. By combining these two policies, stakeholders will be able to access all of the available endorsements more easily in one policy. SBE Policy #GCS-L-003 will be deleted and encompassed within GCS-L-007.

Recommendation(s):

It is recommended that the State Board of Education accept the revisions to the policies.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT (Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

CONSENT

ES&P 3 – Program Approval Modifications for Institutions of Higher Education

Policy Implications: SBE Policy #TCP-B-002, TCP-B-003

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne C. Johnson (Director, Educator Effectiveness) and Ms. Joyce

Gardner (Director, Educator Preparation)

Description:

Institutions requesting to add additional licensure areas submit Blueprints to the Department of Public Instruction for consideration. These blueprints are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary and time is provided to make revisions before these are presented to the State Board for approval. These requests for program modifications are for previously approved programs. The chart attached includes the cycle for the next program approval process which will include components of the

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new statutes. This item includes seven public and private institutions seeking Board approval to add modifications to licensure areas in previously approved educator preparation programs.

Recommendation(s):

It is recommended that the licensure modifications areas for the institutions on the attached list be approved by the SBE.

ACTION AND DISCUSSION AGENDA

EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT (Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

DISCUSSION

ES&P 1 – Proposed Conceptual Policy Recommendations Related to Licensure and Related Policies

Policy Implications: SBE Policy #TCP-A-001

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State

Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research), Dr. Lynne Johnson (Director, Educator Effectiveness), and Ms. Susan Ruiz

(Section Chief, Licensure)

Description:

NCDPI recommends a number of changes to teacher licensure and evaluation processes which have an impact on several existing State Board of Education policies. For SBE Policy #TCP-A-014 NCDPI recommends removing the yearly, minimum requirement for coursework, enrolling lateral entry teachers in the Beginning Teacher Support Program at the time of hire, and eliminating the provisions related to emergency licenses (no longer applicable).

Recommendation(s):

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the State Board of Education.

Discussion/Comments:

- EICS Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday. The proposed policy changes are outlined in the attachment on eBoard. Dr. Oxendine emphasized the commentary made by Dr. Garland to remind stakeholders and educators that Standard 6 as a standalone standard is no longer; however, Standard 6 in terms of computing teacher growth remains the same. She encouraged Board members to refer to the bullet points about Standard 6 when talking to teachers, principals, superintendents, et. al.
- There was no further discussion.

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This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2016. (See Attachment ES&P 1)

DISCUSSION

ES&P 2 – Policies on General Licensure Requirements Policy Implications: SBE Policy #TCP-A-002

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State

Superintendent), Dr. Thomas R. Tomberlin (Director, Educator Human Capital Policy

and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

Description:

NCDPI recommends a number of changes to teacher licensure and evaluation processes, which have an impact on several existing State Board of Education policies. For SBE Policy #TCP-A-002, NCDPI recommends modifying the policy to reflect the testing and coursework (where applicable) requirements for clearing a professional license. NCDPI also recommends removing the requirement that the LEA/charter recommends a teacher be granted a professional license.

Recommendation(s):

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the State Board of Education.

Discussion/Comments:

- EICS Committee Chair Olivia Oxendine noted a thorough discussion of these policy changes related to general licensure requirements during the ES&P Committee meeting on Wednesday. She recommended that Board members go to page 3, under 1.02 to read the timeline for meeting highly qualified requirements discussed by Dr. Tomberlin on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2016. (See Attachment ES&P 2)

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

Chair Taylor prefaced this report by sharing that, based on advice of counsel and without objection; she was requesting that EICS 9 be moved to Action on First Reading in order to address the time-sensitive nature of the school's request for next year's planning. There were no objections.

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ACTION

EICS 1 – Charter Amendment for PreEminent Charter School

Policy Implications: General Statute §115C-218.5, SBE Policy #TCS-U-014

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Mrs. Lisa Swinson (Consultant, Office of Charter Schools)

Description:

SBE Policy #TCS-U-014 lists those charter amendments that can be approved by the Office of Charter Schools and those that must be approved by the State Board of Education. An amendment that alters a charter school's "mission" is one that must be approved by the State Board.

PreEminent Charter, located in Raleigh, is seeking to amend its original mission statement, which is as follows:

"PreEminent Charter School will provide at-risk children with an education for life by: preparing students academically to achieve results at or above grade level, preparing students emotionally to perform at a developmentally appropriate readiness level, preparing students socially and providing children with the appropriate amount of physical activity."

The proposed amended mission statement is as follows:

"Working in partnership with parents and the community, PreEminent Charter School will offer a challenging, character—based education by providing a strong curriculum and an atmosphere of high expectations."

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve this charter amendment.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting in February.
- There was no further discussion.

Upon motion by <u>Ms. Rebecca Taylor</u>, and seconded by <u>State Treasurer Janet Cowell</u>, the State Board of Education voted unanimously to approve the charter amendment for PreEminent Charter School as presented. (See Attachment EICS 1)

ACTION

EICS 2 – Recommendation for Grade Expansion for Lake Norman Charter School

Policy Implications: General Statute §115C-218.5(e-f), SBE Policy #TCS-U-014

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr.

Adam Levinson (Interim Director, Office of Charter Schools) and Ms. Lisa Swinson

(Education Consultant, Office of Charter Schools)

Description:

Adding Multiple Grade Levels

Per NC General Statute §115C-218.5(e-f), a charter school must receive SBE approval to add more than one grade lower or higher than is approved in the school's charter.

Lake Norman Charter School (LNC) has submitted a request to expand by five grades (Kindergartengrade 4) over a two-year period, beginning in 2017-18, in order to start an elementary school. LNC currently serves grades 5-12 with approximately 1,600 students.

The school requests approval to amend their charter to reflect that they will begin serving grades K-2 in the 2017-18 school year and grades 3-4 in the 2018-19 school year. At this time, the school is not requesting an increase in enrollment beyond 20% for either 2017-18 or 2018-19; LNC anticipates being able to add the new grades each year (at 100 students per grade) within the 20% annual growth that does not require State Board approval.

Prior to legislative changes in 2013, statute required an LEA Impact Statement to accompany any such request, but this requirement is no longer in effect. To provide greater context for such expansion requests, however, the Office of Charter Schools notified relevant LEAs of Lake Norman's requested growth and afforded the LEAs an opportunity to submit an impact statement. If those statements were submitted, they have been included as attachments.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve the enrollment and grade expansion requests.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted that this is a simple request for grade expansion for Lake Norman Charter School.
- There was no further discussion.

Upon motion by <u>Ms. Rebecca Taylor</u>, and seconded by <u>State Treasurer Janet Cowell</u>, the State Board of Education voted unanimously to approve the grade expansion request for Lake Norman Charter School as presented. (See Attachment EICS 2)

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ACTION

EICS 3 – Request for One-Year Delay for Cardinal Charter Academy of Knightdale

Policy Implications: General Statute §115C-218

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Dr. Kebbler Williams (Consultant, Office of Charter Schools)

Description:

Cardinal Charter Academy at Knightdale (Wake County) requests that the State Board of Education grant them a one-year delay in opening the charter school. In June 2015, the State Board of Education granted final approval to Cardinal Charter Academy at Knightdale and eleven other charter applicants to open in August 2016.

In a January 2016 letter to the Office of Charter Schools, the nonprofit board that oversees Cardinal Charter Academy at Knightdale states that it has experienced unexpected delays in their approval for their proposed facility site due to planning, development, and zoning issues. The school's request letter, which is included as an attachment, outlines the situation they currently face.

Per their approved application, Cardinal Charter Academy at Knightdale plans to open a K-6 school initially and expand one grade per year until the school is a full K-8 school serving over 1,100 students. The school's mission is as follows: "CCAs mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology rich methodology tailored to meet their needs." The school will use an instructional platform focused on using technology to help students develop critical thinking skills to solve problems, retain knowledge, and apply that knowledge.

The Office of Charter Schools supports Cardinal Charter Academy at Knightdale's request with the following stipulations:

- 1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
- 2. The board will provide monthly progress reports to the Office of Charter Schools regarding board meetings, marketing plans, and facility construction.
- 3. The board will present a Certificate of Occupancy for Education Use to the Office of Charter Schools no later than July 1, 2017. If that document is not presented, then the remainder of the charter term will be null and void, meaning that the board would need to submit a new application in a future application round in order to obtain a charter.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay for Cardinal Charter Academy at Knightdale with the above stipulations.

Discussion/Comments:

• There was no discussion.

Upon motion by <u>Ms. Rebecca Taylor</u>, and seconded by <u>Ms. Patricia Willoughby</u>, the State Board of Education voted unanimously to approve the request for a one-year delay for Cardinal Charter Academy at Knightdale with stipulations as presented. (See Attachment EICS 3)

DISCUSSION

EICS 4 – Recommended Amendments to Charter Agreement and Application

Policy Implications: General Statute §115C-218, Session Law 2014-248 (HB 334), Charter Agreement and Charter Application

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

In order to implement three separate statutory changes contained in North Carolina Session Law 2014-248 (H334), the Charter School Advisory Board recommends two changes to the Charter Agreement and one change to the Charter Application.

The recommended changes and their legislative antecedents are as follows:

Charter School Board Member Residency Requirement

Section I of the attached document contains the CSAB's proposed change to the section 4.1 of the current Charter Agreement to reflect the updated requirement that *the majority of board members and* 50% or greater of the board officers for a charter school must have their primary residence in NC. The State Board was not required legislatively to make this change, but the changes conform the application to the following sections of S.L. 2014-248 (H334):

SECTION 6.(a) G.S. 115C-218.15 reads as rewritten: "§ 115C-218.15. Charter school operation.

(e) The board of directors of the private nonprofit corporation operating the charter school may have members who reside outside of the state. However, the State Board of Education may require by policy that a majority of the board of directors and all officers of the board of directors reside within the state."

Charter School Board Conflict of Interest and Anti-Nepotism Policy

Section II of the attached document contains the CSAB's proposed change to the section 4.3 of the current Charter Agreement to reflect updated requirements for *how each charter school board must adopt and ensure compliance with a conflict of interest and nepotism policy*. The changes conform the application to the following sections of S.L. 2014-248 (H334):

SECTION 6.(a) G.S. 115C-218.15 reads as rewritten:

"§ 115C-218.15. Charter school operation.

. . .

- (b) A charter school shall be operated by a private nonprofit corporation that shall have received federal tax-exempt status no later than 24 months following final approval of the application. The board of directors of the charter schools shall adopt a conflict of interest and anti-nepotism policy that includes, at a minimum, the following:
- (1) The requirements of Chapter 55A of the General Statutes related to conflicts of interest.
- (2) A requirement that before any immediate family, as defined in G.S. §115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority.
- (3) A requirement that a person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy established as provided in this subsection and applicable law."

Weighted Lotteries

Section III of the attached document contains the CSAB's proposed change to the current Charter Application to reflect updated *instructions for how applicants for charters should address any proposed weighted lottery*. The changes conform the application to the following sections of S.L. 2014-248 (H334):

SECTION 3.(a) G.S. §115C-218.1(b) reads as rewritten:

"(b) The application shall contain at least the following information:

(15) The process for conducting a weighted lottery that reflects the mission of the school if the school desires to use a weighted lottery."

SECTION 3.(c) G.S. §115C-218.45 is amended by adding a new subsection to read:

"(g1) If a procedure for a weighted lottery reflecting the mission of the school has been approved by the State Board as part of the charter, and a lottery is needed under subsection (h) of this section, the lottery shall be conducted according to the procedure in the charter."

Recommendation(s):

The Charter Schools Advisory Board recommends that the State Board of Education approve these changes to the Charter Agreement and Charter Application.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday related to the three separate statutory changes. Chair Taylor explained that the Charter School Board Member Residency Requirement was returned to the Charter School Advisory Board for further deliberation, which was returned to the State Board to reflect the updated requirement that the majority of board members and 50% or greater of the board officers for a charter school must have their primary residence in North Carolina.
- There was no further discussion.

This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2016. (See Attachment EICS 4)

DISCUSSION

EICS 5 – Charter Amendment for Community School of Davidson

Policy Implications: General Statute §115C-2181(3)(a), SBE Policy #TCS-U-014

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Ms. Lisa Swinson (Education Consultant, Office of Charter Schools)

Description:

State Board policy #TCS-U-014 section 3 states that "Any proposed amendment not explicitly mentioned in TCS-U-014 must be reviewed and approved by the State Board of Education." Requests to amend a school's admissions procedure are not explicitly mentioned in TCS-U-014 and therefore must be approved by the State Board.

The Community School of Davidson (CSD) is seeking to amend its original charter to include an addendum that details its weighted lottery procedure.

This request aligns with G.S. §115C-218.1(3)(a), which states that "the process for conducting a weighted lottery [must reflect] the mission of the school." CSD's goal is to offer between 10% and 30%

of new admissions annually to students who qualify for free or reduced lunch under the National School Lunch Program.

CSD's mission statement is as follows: "The Community School of Davidson believes that every student can and will succeed in ways that reflect his or her own aptitudes and interests. Our mission is to use the principles of The Basic School to provide an optimal environment for learning in which: Teachers and parents work together to create an inclusive community of learning. Students are intrinsically motivated as lifelong learners through hands-on teaching, integrated curriculum and real life learning with meaningful community connections. Teachers are empowered and encouraged to teach to the needs of each individual student."

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve this charter amendment.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday. She explained that this school is amending its original charter to include an addendum to detail the weighted lottery procedure.
- There was no further discussion.

This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2016. (See Attachment EICS 5)

DISCUSSION

EICS 6 – Recommended Amendments to Fast-Track Replication of High-Quality Charter Schools Policy

Policy Implications: General Statute §115C-218, Section 9(a) of S.L. 2015-248, SBE Policy #TCS-U-

016

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

The attached draft version of SBE Policy #TCS-U-016 contains amendments to the policy proposed by the Charter Schools Advisory Board (CSAB) in its January meeting, consistent with Section 9(a) of S.L. 2015-248, which directs the following:

"By January 15, 2016, upon written recommendations made by the Charter Schools Advisory Board (Advisory Board), the State Board of Education shall amend the process and rules for replication of high-quality charter schools established in North Carolina State Board of Education Policy #TCS-U-016

(Fast Track Replication of High Quality Charter Schools) to authorize consideration for fast-track replication of a charter application from a board of directors of a North Carolina nonprofit corporation who agrees to contract with an education management organization or charter management organization currently operating a charter school or schools in the state for at least a year, regardless of whether the board of directors has previously operated a charter school within the state.

The State Board of Education shall report to the Joint Legislative Education Oversight Committee by February 15, 2016, on the amendment to the process and rules for charter school replication as required by this section."

Recommendation(s):

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted that Mr. Alex Quigley presented this item. Chair Taylor stated that a lot of time and energy has gone into this item with the State Board of Education and Charter School Advisory Board, and it has gone through the normal process with rules and legal.
- There was no further discussion.

This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2016. (See Attachment EICS 6)

DISCUSSION

EICS 7 – Recommendations of Action Plans from Academically Inadequate Schools

Policy Implications: General Statute §115C-218.95, SBE Policy #TCS-U-010

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Mr. Alex Quigley (Chair, Charter School Advisory Board)

Description:

Based on State Board of Education policy #TCS-U-010 (below), four schools were "inadequately performing" in 2014-15. The Charter Schools Advisory Board (CSAB) invited each of the four schools to appear at the November 16-17, 2015, CSAB meeting to address the inadequate academic performance. After hearing from each school the CSAB required that they provide the CSAB with an action plan addressing the inadequate performance. The letter to each school is included as an attachment to this item.

The CSAB reviewed each of the four schools' action plans at the January 11-12, 2016, CSAB meeting. The CSAB voted to "accept" the action plans for Phoenix Academy and Rocky Mount Preparatory

School, and recommends no action at this time for either schools' charters by the State Board until the review of student academic results for the 2015-16 school year.

The CSAB asked that Oxford Preparatory School and North East Carolina Preparatory School appear at the February CSAB meeting to address questions about their plans. After a review of the plans and presentations by each school, the CSAB recommends that the State Board accept the action plans submitted for Oxford Preparatory School and North East Carolina Preparatory School.

Based on SBE Policy #TCS-U-010, the State Board is not required to take any action in response to the four schools' inadequate performance, but the State Board may take any action it deems appropriate. At this time, the CSAB does not recommend any action.

Per SBE Policy #TCS-U-010, both Oxford Preparatory School and North East Carolina Preparatory School "shall develop a strategic plan to meet specific goals for student performance that are consistent with State Board of Education criteria and mission approved in the charter school. The strategic plan shall be reviewed, and, if favorable, approved by the State Board of Education. If the charter fails to demonstrate improvement under the strategic plan within two years of the approval of the strategic plan, the State Board of Education may initiate revocation of the school's charter."

For information, the complete State Board of Education policy #TCS-U-010 is as follows:

- (a) A charter school is designated "inadequately performing" when, for two of three consecutive school years, the charter does not meet or exceed expected growth and has below 60% proficiency.
- (b) If a charter school is operated for more than five years and meets the definition of "inadequately performing," the SBE may initiate revocation of the school's charter.
- (c) When a charter school operating within its first five years does not meet or exceed expected growth and has proficiency below 60% for two of three consecutive school years, the charter school shall develop a strategic plan to meet specific goals for student performance that are consistent with State Board of Education criteria and mission approved in the charter school. The strategic plan shall be reviewed, and, if favorable, approved by the State Board of Education. If the charter fails to demonstrate improvement under the strategic plan within two years of the approval of the strategic plan, the State Board of Education may initiate revocation of the school's charter.
- (d) This policy does not prohibit the State Board of Education from taking any action that is otherwise legal and appropriate pursuant to G.S. §115C-218.95.

Recommendation(s):

The Charter School Advisory Council recommends that the State Board of Education approve these recommendations.

Discussion/Comments:

• EICS Committee Chair Rebecca Taylor explained that Mr. Alex Quigley presented recommendations for action plans for academically inadequate schools. A thorough discussion of this item during the EICS Committee meeting on Wednesday.

• There was no further discussion.

This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2016. (See Attachment EICS 7)

DISCUSSION

EICS 8 – Request for One-Year Delay for Coastal Preparatory Academy

Policy Implications: General Statute §115C-218

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Dr. Kebbler Williams (Consultant, Office of Charter Schools)

Description:

Coastal Preparatory Academy (New Hanover County) requests that the State Board of Education grant them a one-year delay in opening the charter school. In August 2015, the State Board of Education granted final approval to Coastal Preparatory Academy to open in August 2016.

In a February 2016 letter to the Office of Charter Schools, the nonprofit board that oversees Coastal Preparatory Academy states that it has experienced unexpected delays in its approval for its proposed facility site due to budget constraints and tight timelines for construction. The board's request letter, which is included as an attachment, outlines the situation it currently faces.

Per their approved application, Coastal Preparatory Academy plans to open a K-5 school initially and expand one grade per year until the school is a full K-8 school serving over 700 students. The school's mission is as follows:

"Coastal Preparatory Academy is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, career, and in life." The school will use an instructional platform focused on four key design elements: authentic learning, collaboration, a nurturing environment, and technology skills.

The Office of Charter Schools supports Coastal Preparatory Academy's request for delayed opening with the following stipulations:

- 1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
- 2. The board will provide monthly progress reports to the Office of Charter Schools regarding board meetings, marketing plans, and facility construction.
- 3. The board will present a Certificate of Occupancy for Education Use to the Office of Charter Schools no later than July 1, 2017. If that document is not presented, then the remainder of the

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charter term will be null and void, meaning that the board would need to submit a new application in a future application round in order to obtain a charter.

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve this one year delay for Coastal Preparatory Academy with the above stipulations.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2016. (See Attachment EICS 8)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

EICS 9 – Request from Bethany Community Middle School for Growth and Grade Expansion

Policy Implications: General Statute §115C-218.5

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Mrs. Deanna Townsend-Smith (Lead Consultant, Office of Charter Schools)

Description:

Bethany Community Middle School proposes to expand its enrollment by greater than 20% in the 2016-17 school year. Specifically, the school, which has a current enrollment of 248 across grades 6-8, proposes to add a grade 9 with 85 students as its first step toward adding a high school.

Per NC General Statute §115C-218.5(e-f), beginning with the charter school's second year of operation and annually thereafter, a charter school may increase its enrollment by up to twenty percent (20%) of the school's previous year enrollment or as otherwise provided in the charter. If a school proposes to grow by greater than 20%, that growth shall be considered a material revision of the charter application and must be approved by the State Board of Education (SBE).

The legislation states that schools must meet *all* of the following criteria in order to be eligible for the Board to approve a greater than 20% increase:

- 1. The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment.
- 2. The charter school has commitments for ninety percent (90%) of the requested maximum growth.
- 3. The charter school is not currently identified as low-performing.

4. The charter school meets generally accepted standards of fiscal management.

Bethany Community Middle School does not meet the first criterion above. The school's month 1 Average Daily Membership (ADM) for 2015-16 was 248, which is 87% of its maximum authorized ADM of 285; the school's 2015-16 "actual enrollment", therefore is not, "within ten percent (10%) of its maximum authorized enrollment."

The school requests that the State Board approve the enrollment increase of greater than 20% for 2016-17 despite the school not having met the aforementioned criterion.

Recommendation(s):

The Office of Charter Schools advises the State Board of Education that Bethany Community Middle School does not meet all of the statutory criteria required to be eligible for approval of enrollment growth greater than 20%; specifically, the school's actual enrollment (248) was not within 10% of its maximum authorized enrollment (285) in 2015-16.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor reminded the Board that on Wednesday during the EICS Committee meeting, State Board members heard from the Office of Charter Schools and legal staff about why Bethany Community Middle School could be approved to grow its enrollment 20 percent for the 2016-17 school year. According to Chair Taylor, both the Office of Charter Schools and legal staff recommended denying the school's request because the school has not come within 90 percent of its authorized enrollment, which is required by statute. Based on these facts, Chair Taylor made the motion below.
- There was no further discussion.

Upon motion by <u>Ms. Rebecca Taylor</u>, and seconded by <u>Mr. Greg Alcorn</u>, the State Board of Education voted unanimously to deny the request from Bethany Community Middle School for growth and grade expansion. (See Attachment EICS 3)

NEW BUSINESS

Under New Business, EICS Committee Chair Rebecca Taylor shared that the Committee received an update from Dr. Tammy Howard about the NC Virtual Public Charter School pilots related to testing and testing sites. In addition, Chair Taylor reported that Mrs. Alexis Schauss provided a detailed presentation that the Committee did not have a chance to go through slide by slide, but she noted that the presentation is available on eBoard. Chair Taylor explained that she went through the presentation Wednesday evening and believes that this is a critical item. Based on the brief discussions and concerns raised by Board members, Chair Taylor requested a brief report from each of the pilot charter schools within the next two weeks detailing the enrollment process with particular emphasis on how the withdrawal process satisfies the charter agreement. She added that, if there are finite enrollments, then those need to be clear in how those are classified and presented to the Office of Charter Schools so that we are all tracking the same data. Chairman Cobey stated that this conforms to statute.

In response to Dr. Oxendine's question about if the term finite is in the law, Special Assistant District Attorney Laura Crumpler stated that she believes finite is in fact the term used in the law.

BUSINESS OPERATIONS COMMITTEE CHAIR REPORT (Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Vice Chair)

ACTION

BSOP 1 – JLEOC Report: Study NCVPS Alternative Funding Formula

Policy Implications: Session Law 2015-24, House Bill 97

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Objective 4.3: Use state and federal funding according to State and federal laws and State Board of Education policies.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State

Superintendent) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public

School)

Description:

STUDY NCVPS ALTERNATIVE FUNDING FORMULA

SECTION 8.11(a) The State Board of Education shall study implementation of an alternative funding formula for the North Carolina Virtual Public School (NCVPS) in lieu of the funding formula adopted by the State Board pursuant to Section 7.22(d) of S.L. 2011-145, as amended by Section 8.9 of S.L. 2013-360. The study shall include consideration of the potential costs and benefits of (i) offering an alternative funding formula option for local boards of education to select and (ii) replacing the current NCVPS formula with a new formula applicable to all local boards of education participating in NCVPS.

SECTION 8.11(b) The State Board of Education shall report the results of the study under subsection (a) of this section and any legislative recommendations to the Joint Legislative Education Oversight Committee by January 15, 2016.

The NCVPS Executive Director will share study findings and provide recommendations based on the findings as it relates to an alternative funding formula for NCVPS.

Recommendation(s):

It is recommended that the State Board of Education approve the NCVPS Study on Alternative Funding Formula.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by <u>Mr. Greg Alcorn</u>, and seconded by <u>Mr. Eric Davis</u>, the State Board of Education voted unanimously to approve the NCVPS Study on Alternative Funding Formula as presented. (See Attachment BSOP 1)

ACTION

BSOP 2 – 2016-17 Supplemental Budget Recommendations

Policy Implications: General Statute §115C-12(1a)

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services)

Description:

Governor Pat McCrory is requesting supplemental budget recommendations from state agencies for the 2016 Legislative Session. The Office of State Budget and Management has advised state agencies that supplemental budget requests for 2016-17 should be prepared by ranking of agency top budget priorities, changes to investments in those priorities, and associated goals, success measures, estimated costs, and proposals to pay for the identified priorities. The supplemental budget requests are due to OSBM following the Board's action at the February 2016 meeting. At this meeting, the Board will approve those requests to be sent to the Governor.

Recommendation(s):

It is recommended that the State Board of Education approve the supplemental budget requests allowable under OSBM's instructions.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item during the BSOP
 Committee meeting on Wednesday. Chair Alcorn summarized the Committee discussion to make
 changes in the priorities related to professional development to \$12 million and adjusting the nurse's
 expenses to \$11 million. In addition, the Committee wants to voice an aspirational goal for teachers'
 salaries to be reasonably recognized.
- There was no further discussion.

Upon motion by <u>Mr. Greg Alcorn</u>, and seconded by <u>Ms. Patricia Willoughby</u>, the State Board of Education voted unanimously to approve the supplemental budget requests with adjustments based on the Board's discussion. (See Attachment BSOP 2)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

<u>BSOP 3 – Uniform Education Reporting System (UERS) for New Exceptional Children</u> Accountability Tracking System (ECATS)

Policy Implications: SBE Policy #TCS-C-018 and new SBE Policy #TCS-C-029

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Objective 4.1: Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

The Exceptional Children Division and the Chief Financial Officer request that the soon-to-be-chosen Exceptional Children Accountability Tracking System (ECATS) be designated as a Uniform Education Reporting System (UERS) compliant system, being the official means by which data contained in the system is reported to the Department of Public Instruction. This designation will facilitate a more efficient transition to the new system and eliminate difficulty in connecting data and information from PowerSchool to the new system. ECATS will have three major data components: Exceptional Children eligibility data and Individualized Education Program (IEP) forms, MTSS data management, and a Medicaid billing platform. The ECATS basic system will be provided free of charge to all LEAs. There will be the potential for LEAs to enhance the basic system and add additional features as needed by each LEA. The unified system will provide a more cohesive system across North Carolina.

The Exceptional Children Accountability Tracking System (ECATS) consists of three modules: Multi-Tiered System of Supports (MTSS), Special Education, and Medicaid. Each module meets critical state, Local Education Agencies (LEAs), and school needs as well as federal and state laws. Mandating LEAs, Charter Schools, Regional Schools, Educational Services for the Deaf and Blind Schools (ESDB), and other public schools and entities under their purview as the need may arise.

Business:

- 1. ECATS is a data system that extends the student records currently in PowerSchool. Data in PowerSchool is mandated thus as an extension of this data, ECATS is a collection of data mandated by the State Board of Education.
- 2. ECATS would contain student data for all students from core support through the intensity levels in MTSS and into Special Education, if the student is found to need special services including Medicaid data for Medicaid claims on eligible services.
- 3. PK-13 Educational Institutions that are currently paying third-party vendors for ECATS modules may reallocate funds currently being used for other data management systems (third-party systems).
- 4. NCDPI cost spent on updating, training, and help desk support for ECATS to handle processing of third-party PK-13 Educational Institutions' data would be eliminated.
- 5. PK-13 Educational Institutions enrolling transferring students from other PK-13 Educational Institutions would have immediate access to student records in ECATS, thus removing the high risk

- of services lapsing due to PK-13 Educational Institutions not having knowledge of student needs within the prior third-party PK-13 Educational Institution.
- Redundant data entry by PK-13 Educational Institutions would be unnecessary due to ECATS
 containing all student records. Regular education data and special education data can be shared by
 authorized users to facilitate recordkeeping and reduce duplicate data entry for all PK-13
 Educational Institutions.

Technical:

- 1. Lapses in data currency would no longer occur in PowerSchool due to all PK-13 Educational Institutions maintaining their data in ECATS. ECATS would then be able to pass all ECATS data to PowerSchool instead of only those PK-13 Educational Institutions that use the ECATS system. Currently, third-party PK-13 Educational Institution users do not enter ECATS data on a regular basis into PowerSchool. This means a separate process will need to be maintained outside of ECATS for third-party data to be loaded into PowerSchool if ECATS is not mandated. Thus, third-party PK-13 Educational Institutions do not have up-to-date ECATS data in PowerSchool.
- 2. Implementation of updates and changes in laws and regulations would be quicker and more efficient in ECATS because duplication of the updates and changes to account for third-party PK-13 Educational Institutions' data processing would no longer be necessary.
- 3. Data integration between state data systems (DHHS, DJJP, P20, etc.) would be more feasible if data is collected in one system (ECATS).

Reporting:

- Reporting would contain current statewide data and allow comparisons across all PK-13 Educational Institutions plus provide NCDPI a complete set of data for ad-hoc as well as federal and state reporting.
- 2. Provides timely data to support all NCDPI and PK-13 Educational Institutions mechanisms to study statewide trend data to determine effectiveness of modifications, teaching approaches, etc. on student outcomes and identification of root causes behind slippage or gain.
- 3. Data for reporting would come from one authoritative source system (ECATS) instead of multiple third-party data systems allowing for unduplicated count collections, which are required for federal reporting.
- 4. ECATS supports and assists PK-13 Educational Institutions in meeting compliance requirements at federal and state levels by allowing access across modules and across students' records, which may have crossed several PK-13 Educational Institutions during students' lifetimes.

Recommendation(s):

It is recommended that the State Board of Education approve the proposed UERS request.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn requested that this item be moved from a Discussion item to Action on First Reading because of a sense of urgency on developing the partnerships. There was no objection. He recognized Mr. Hussey to explain this item.
- Using a PowerPoint slide, Mr. Hussey explained that the department is meeting with two vendors in a week and a half, noting that part of the urgency for this item is that we want to present to them as we are moving forward that the department will be selecting one vendor to provide this service to the

entire state. Mr. Hussey briefly summarized the concept and why the new single system UERS is needed. A brief discussion was held about efficiency, lower cost, better data, etc.

• There was no further discussion.

Upon motion by <u>Mr. Greg Alcorn</u>, and seconded by <u>Mr. Reginald Kenan</u>, the State Board of Education voted unanimously to approve the proposed UERS request as presented. (See Attachment BSOP 2)

DISCUSSION

BSOP 4 – JLEOC Report: Plant Operation Service Report

Policy Implications: General Statute §115C-546.2

SBE Strategic Plan:

Goal 5: Every student is healthy, safe and responsible.

Objective 5.1: Use state and federal funding according to state and federal laws and State Board of Education policies

Presenter(s): Dr. Ben Matthews (Deputy Chief Financial Officer for Operations, Safe and Healthy Schools Support Division) and Ms. Kim Lawson (Section Chief, Plant Operation Section)

Description:

DPI shall report to the Joint Legislative Education Oversight Commission by April 15 of each year on the effectiveness of the program in accomplishing its purpose and on any other information requested by the Committee. Statutorial outline of the Accomplishments of Plant Operation during FY 2014-15.

Recommendation(s):

It is recommended that the State Board of Education receive this report.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted that due to time restrictions this item was not discussed during the BSOP Committee meeting on Wednesday. Therefore, he recommends that this item be moved to Action on First Reading in April. There were no objections.
- There was no further discussion.

This item was presented for Discussion during the March State Board of Education meeting, but due to time restrictions was not discussed. This item will return for Action on First Reading in April. (See Attachment BSOP 4)

NEW BUSINESS

Under New Business, BSOP Committee Chair Greg Alcorn shared that the Committee received an update on Power School from Mr. Michael Nicolaides. In addition, the Committee received an update on the Automated Licensure System from Mr. Philip Price.

UPDATE ON CONTRACTS

(See Attachment on eBoard)

BSOP Committee Chair Greg Alcorn encouraged Board members to review the update on contracts located on eBoard.

HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT (Mrs. Patricia Willoughby, Chair; and Mr. Reginald Kenan, Vice Chair)

HRS Committee Chair Patricia Willoughby prefaced this report by requesting that the State Board vote to accept HRS 3, which was presented as an Information item earlier today. There were no objections.

Upon motion by <u>Ms. Patricia Willoughby</u>, and seconded by <u>State Treasurer Janet Cowell</u>, the State Board of Education voted unanimously to accept the Consolidated Data Report: Crime and Violence, Suspensions and Expulsions, Reassignments for Disciplinary Purposes, Alternative Learning Program Placements, Use of Corporal Punishment, and Dropouts so that it can be presented to the Joint Legislative Education Oversight Committee as required by statute. (See Attachment HRS 3)

DISCUSSION

<u>HRS 1 – Report to the North Carolina General Assembly: Report on Incidents of Seclusion and Restraint</u>

Policy Implications: General Statute §115C-391.1.47(45)

SBE Strategic Plan:

Goal 5: Every student is healthy, safe, and responsible.

Objective 5.2: Promote healthy, active lifestyles for students.

Presenter(s): Dr. Ben Matthews (Director, Safe and Healthy School Support) and Dr. Kenneth Gattis (Senior Research and Evaluation Coordinator, Safe and Healthy School Support)

Description:

G.S. §115C-391.1 describes permissible and impermissible uses of seclusion and restraint by school staff and incidents that must be reported to parents when they occur in schools. G.S. §111C-47(45) directs local boards of education to report those incidents annually to the State Board of Education.

Recommendation(s):

State Board members are requested to discuss the attached report.

Discussion/Comments:

- HRS Committee Chair Patricia Willoughby noted a thorough discussion of this item during the HRS Committee meeting on Wednesday.
- There was no further discussion.

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This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2016. (See Attachment HRS 1)

DISCUSSION

HRS 2 - Healthy Active Children Annual Report

Policy Implications: SBE Policy #HRS-D-000

SBE Strategic Plan:

Goal: Every student is safe, healthy, and responsible.

Objective: Promote healthy, active lifestyles for students.

Presenter(s): Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction Division) and

Dr. Ellen Essick (Section Chief, NC Healthy Schools)

Description:

Each LEA is to submit its Healthy Active Children Policy (HRS-D-000) Report to DPI annually, on August 15th. The summative report is presented to the State Board of Education for information and discussion each year. The report includes information regarding School Health Advisory Councils, minutes of physical activity, minutes of physical education, recess, and Coordinated School Health Program status and trend data since the 2003-04 school year. This report represents results from the 2014-15 school year.

Recommendation(s):

The State Board of Education is asked to accept the report.

Discussion/Comments:

- HRS Committee Chair Patricia Willoughby noted a thorough discussion of this item during the HRS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2016. (See Attachment HRS 2)

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT (Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)

ACTION

SLA 1 – Reform for Continuously Low-Performing Schools

Policy Implications: General Statute §115C-105.37B

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

- **Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.
- **Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.
- **Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation, Office of the Deputy State Superintendent)

Description:

General Statute §115C-105.37B authorizes the State Board of Education to approve a local board of education's request to reform any school in its administrative unit that the board has identified as a continually low-performing school. The attached policy establishes the definition of a continually lowperforming school, the identification and description of the reform models, and the process for submission and approval.

Recommendation(s):

It is recommended that the State Board of Education accept the proposed policy.

Discussion/Comments:

- SLA Committee Chair Eric Davis explained that this policy establishes a definition with future changes in law for recurring low-performing schools and provides local boards of education a number of different models to make requests of the State Board of Education for reforming low-performing schools. Chair Davis explained that this item is presented for Action so that local boards and superintendents can take advantage of this policy and make efforts toward improving performance for these schools.
- There was no further discussion.

Upon motion by Mr. Eric Davis, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to approve the proposed policy as presented. (See Attachment SLA 1)

ACTION ON FIRST READING

SLA 2 - 2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina -K-12 Social Studies and K-12 Healthful Living

Policy Implications: General Statute §115C-89 through 115C-102; SBE Policy #GCS-H-000

SBE Strategic Plan:

- Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
 - **Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).
- Goal 2: Every student has a personalized education

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Objective 2.2: Increase the number of teachers and students using digital learning tools.

Presenter(s): Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction)

Description:

The 2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina contains the process and procedures for submission, evaluation and adoption of K-12 health and K-12 social studies textbooks. The Invitation will be sent to the publishers on the North Carolina Publisher's Registry after approval. The evaluation will take place in the summer. The recommended list of health textbooks and the recommended list of social studies textbooks will be submitted to the State Board of Education for approval.

Recommendation(s):

It is recommended that the State Board of Education approve the 2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by <u>Mr. Eric Davis</u>, and seconded by <u>Mr. Greg Alcorn</u>, the State Board of Education voted unanimously to approve the 2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina as presented. (See Attachment SLA 2)

DISCUSSION

SLA 3 – State Advisory Council on Indian Education Annual Report

Policy Implications: General Statute §115C-210, SBE Policy #TCS-B-001

SBE Strategic Plan:

- **Goal 1**: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
 - **Objective 1.1:** Increase the cohort graduation rate.
 - **Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).
- Goal 3: Every student, every day has excellent teachers.
 - **Objective 3.1:** Develop and support high effective teachers.
 - **Objective 3.2:** Develop and support highly effective principals.
- **Goal 5:** Every student is healthy, safe, and responsible.
 - **Objective 5.1:** Create and maintain a safe and respectful school environment.
 - **Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school.
 - **Objective 5.4:** Decrease violence and crime in schools

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Presenter(s): Mrs. Kamiyo Lanning (Chairperson, State Advisory Council on Indian Education) and Dr. Ogletree Richardson (Liaison, NC Department of Public Instruction)

Description:

The State Advisory Council on Indian Education serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. As legislatively mandated, the Council analyzes the academic performance of American Indian students in North Carolina's public schools outlining major findings and recommendations to the State Board of Education.

The full report analyzes student achievement data from the 2013 – 2015 performance on state tests, SAT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates and compares the performance of North Carolina's American Indian students to that of other representative student groups. The data reveal improvements and disparities between American Indian student scores and statewide scores. An electronic copy of the report has been provided to the Board and will be posted to http://www.ncpublicschools.org/americanindianed/reports/.

Recommendations:

The Council recommends that the Department of Public Instruction continue to work closely with school districts in promoting and disseminating carefully vetted resources specifically related to American Indian cultures. Additionally, the Council will work with the Department to design online professional development modules to support schools in the establishment of respectful environments for American Indian students.

Discussion/Comments:

- SLA Committee Chair Eric Davis shared that the SLA Committee received an informative report from the State Advisory Council on Indian Education (SACIE) representatives, which highlights both the progress and continued opportunities Native American Indian students in North Carolina.
- There was no further discussion.

This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2016. (See Attachment SLA 3)

DISCUSSION

SLA 4 – High School Accreditation

Policy Implications: General Statute §115C-12(39), SBE Policy #GCS-B-000

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Presenter(s): Ms. Debora Williams (Consultant, Graduation and Dropout Prevention Initiatives)

Description:

High school accreditation is the process whereby schools (public and private) undergo a quality assurance process that includes self-reflection, analysis of student performance data and, if required,

outside peer review or audit. Two schools are requesting accreditation from the State Board of Education:

- 1. Camden County High School
- 2. CamTech High School

For each of the schools listed above, NCDPI staff has examined the performance indicators outlined in SBE Policy #GCS-Q-000. The school has conducted a self-evaluation using the self-evaluation component of NCDPI's Comprehensive Needs Assessment.

Recommendations:

It is recommended that this item be included for the Board's April agenda for action.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2016. (See Attachment SLA 4)

DISCUSSION

SLA 5 – Committee of Practitioners Advisory Committee – Proposed New Policy

Policy Implications: Every Student Succeeds Act (ESSA)-Section 1603(b), SBE Policy #TCS-B-001 New Policy - TCS-B-011

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Donna Brown (Director, Federal Program Monitoring and Support)

Description:

The Every Student Succeeds Act (ESSA) was signed into law December 10, 2015, and reauthorizes the Elementary and Secondary Education Act of 1965. Section 1603(b) of ESSA law requires each state education agency (SEA) that receives funds under ESSA to create a State Committee of Practitioners to advise the state in carrying out its responsibilities under ESSA.

The law requires that the membership of the committee be comprised of the following representatives:

- 1. teachers from traditional public schools and charter schools and career and technical educators
- 2. principals and other school leaders
- 3. parents
- 4. members of local school boards
- 5. representatives of private school children

- 6. specialized instructional support personnel and paraprofessionals
- 7. representatives of authorized public chartering agencies
- 8. charter school leaders

Nominations and appointments will be made consistent with requirements of SBE Policy #TCS-B-002, policy governing appointments to advisory committees to the State Board of Education. The proposed policy will allow the SEA to establish the committee to include the required representatives and to meet stakeholder consultation requirements for the development of the ESSA plan.

Recommendations:

It is recommended that the State Board of Education review this item to allow for timely and meaningful consultation with the Committee of Practitioners during the development of the state's ESSA plan.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee
 meeting on Wednesday. He explained that the Board will be asked to make nominations for members
 for the Committee of Practitioners Advisory Committee.
- There was no further discussion.

This item is presented for Discussion during the March State Board of Education meeting and will return for Action in April 2016. (See Attachment SLA 5)

NEW BUSINESS

Under New Business, SLA Committee Chair Eric Davis noted that Dr. Tammy Howard and Dr. Tiffany Perkins provided a continuing update on the current status of the Proof of Concept Study. Chair Davis explained that the Proof of Concept is now entering the third phase. He noted that the highlight of that report was from Mr. George a 5th grade math teacher from the Durham Public School System. In addition, the Committee received an update on the Academic Standards Review and Revision from Dr. Tiffany Perkins who gave Board members a homework assignment in preparation for the April SBE meeting.

NEW BUSINESS

Board member Wayne McDevitt reported that, as part of the Emerging Issues Forum, along with Vice Chairman Collins, Ms. Patricia Willoughby, State Superintendent June Atkinson, and et al., he attended the Future Works Conference for three days where 1,500 participants gathered to figure out future jobs and what we ought to be doing to address this issue.

In other new business, Chairman Cobey noted the recent departure of Dr. Tracy Weeks, which created a critical vacancy within the senior leadership team, Board member Eric Davis reported that the State Board followed the normal process in advertising this position along with seeking input from individual learning communities. Twenty-four applications were received, reviewed and evaluated. Based on that evaluation, Mr. Davis made the motion below.

Upon motion by <u>Mr. Eric Davis</u>, and seconded by <u>Mr. Reginald Kenan</u>, the State Board of Education voted unanimously to approve the hiring of Dr. Maria Pitre-Martin for the Chief Digital Learning and Academic Officer for the Department of Public Instruction.

Board member Alcorn expressed appreciation to the Search Committee, noting confidence that due diligence was done.

CHAIRMAN'S REMARKS

Under the Chairman's Remarks, Chairman Cobey reminded Board members and the audience that the April Board meeting will be held in Wilmington at the Watson College of Education at UNC Wilmington. He shared that Mr. Martez Hill, Dr. Lou Fabrizio and Ms. Betsy West are developing a schedule that will incorporate all of the topics the Board will discuss while in Wilmington. Board members will receive a draft agenda early next week. He explained that if Board members have remaining input or requests, to please let staff know as soon as possible.

Schedule highlights include arrival time by 11:30 a.m. on Tuesday, April 5, at the Watson College of Education. The Board will begin with a brief opening and lunch, followed by an afternoon of in-depth discussion, and an early evening reception.

On Wednesday, April 6, the Board will have a full day of continued discussions, with wrap-up and strategic plan adjustments by 5:00 p.m.

The April 7 Board meeting will be a one-day meeting, with adjournment by noon.

Staff will confirm your arrival date for your accommodations reservations.

Chairman Cobey also reminded Board members that, as Ms. Beaulieu noted, the Legislature will reconvene in Raleigh on April 25, rather than its usual May reconvening. The Board will continue to refine its non-budgetary legislative agenda while in Wilmington. Chairman Cobey stated that the implementation of the new Every Student Succeeds Act (ESSA) is going to impact both State Board policy and possible legislative action. Part of the work of our Planning and Work session will include a thorough discussion of some of the anticipated changes from ESSA and incorporation of those changes into the Board's strategic plan.

Chairman Cobey also reminded Board members that they have "homework" readings, as described to them by Dr. Perkins and Mr. Davis, so please come prepared.

Chairman Cobey asked Mr. Collins or Mr. Davis to report out on the ESSA session in Atlanta.

In addition, Chairman Cobey announced that the Board has been invited to join the West Virginia Board of Education for policy discussions in mid-April, explaining that Board members will receive information on this invitation shortly. He asked members to let Mr. Hill or Ms. West know if they are interested in participating in these discussions. Chairman Cobey noted that Mr. Collins has agreed to lead the delegation.

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ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn.

Upon motion by <u>State Treasurer Janet Cowell</u> and seconded by <u>Mr. Wayne McDevitt</u>, Board members voted unanimously to adjourn the March 2 and 3, 2016, meeting of the State Board of Education.